

# Foundations

Equipping teachers to combine the art of teaching  
with the science of reading!

## Supplies Needed

At the beginning of each lesson, *Foundations* includes a list of needed and optional materials. The materials needed for each activity are listed in a box near the beginning of each activity, with optional materials written in italics. It is recommended that the teacher look through each lesson in advance in order to gather the necessary materials. Many lessons include items commonly found in a classroom or home, such as blocks, a mirror, toy cars, stuffed animals, and chalk. In addition to these items, the teacher will need the following:

*Foundations A Teacher's Manual*

*Foundations A Student Workbook* - one per student, in either manuscript or cursive

*Basic Phonogram Flash Cards*

*Rhythm of Handwriting Tactile Cards* - in either manuscript or cursive

*Rhythm of Handwriting Quick Reference* - in either manuscript or cursive

*Phonogram Game Cards* - two contrasting sets per four students

*Phonogram Game Tiles*

*Spelling Analysis Quick Reference*

*Doodling Dragons: An ABC Book of Sounds*

*LOE Student Whiteboard* - one per student

Whiteboard markers and eraser

Crayons, glue, scissors

### Optional:

*Doodling Dragons ABC Songs* by Logic of English - available on the Logic of English webstore and through a variety of online music platforms (see page III for more details.)

*Phonics with Phonograms App* by Logic of English - available at iTunes

*Doodling Dragons App* by Logic of English - available at the Amazon Appstore

## What Grade Is This For?

*Foundations A* is for any child ages 4-7 who needs to learn the foundational skills for reading and writing. While the beginning of kindergarten is a common starting point for this level, *Foundations A* can also be used as a review with 1st or 2nd grade students who need to learn these skills, or with a preschool student who is ready to learn to read. (Level B can also be used as a starting point for *Foundations* with young students who have already mastered the skills taught in level A.)

## How Long Does a Lesson Take?

*Foundations* lessons are intentionally flexible so that you can set the pace according to the student's age and attention span. The priority is for students to move at a comfortable pace and to practice the skills daily. This may mean doing part of a lesson, a whole lesson, or more than one lesson a day, or just playing phonogram and reading games some days to practice, and doing new lesson content on other days.

For children who already know some of the concepts introduced in *Foundations A* and are using these lessons to fill in any gaps and strengthen foundational skills, it may be appropriate to move quite quickly. You may want to teach multiple lessons in a day and skip or shorten some of the practice activities.

With preschool-aged children, on the other hand, we recommend moving very slowly, taking a playful and laid-back approach. Focus on exploring language concepts together, rather than on mastering skills, and let the child's interest determine the pace.

## Assessments

Following every fifth lesson in *Foundations* is a review and assessment lesson. These lessons provide an opportunity to assess the progress of each student and create a custom lesson to address their needs. At this stage all students should be taught to the point of mastery. Assessments should not be used to grade the student, but rather to provide information on which skills need further practice.

Each Assessment includes a chart with the skills which have been taught in the previous ten lessons. Skills marked with a 1 should be mastered before the student progresses to the next lesson. Skills marked with a 2 should be familiar to the child, but the child can still be working towards mastery. Level 2 skills will be practiced extensively in the upcoming lessons, which will provide the student an opportunity to move towards mastery.

## Cursive or Manuscript?

The *Foundations A Teacher's Manual* includes instructions for teaching both cursive and manuscript handwriting. Before beginning, the teacher should decide which style is best for the student. We encourage you to consider cursive! We suggest all teachers read the article "Why Teach Cursive First" on the Logic of English Blog, particularly if you are teaching a student who has weak fine motor skills, shows signs of reversing letters while reading or writing, or finds handwriting physically difficult.

## Speech Tips

Some lessons include tips for helping students to clearly articulate specific sounds. For further ideas we recommend the resource *Eliciting Sounds: Techniques and Strategies for Clinicians 2nd Edition*, by Wayne A. Secord, Cengage Learning 2007.

## Spelling Analysis

Starting in Lesson 21, students learn about the spelling of several new words in every lesson through an activity called Spelling Analysis. The process of spelling analysis teaches students to think critically about words, rather than memorizing spelling words by rote, and develops reading and spelling fluency.

In spelling analysis, with support and guidance from the teacher, students apply the phonograms and rules in new words and analyze why they are spelled the way they are. Spelling Analysis is a learning activity, not a spelling test, and it is one of the best ways to build reading skills.

You will see the steps for teaching each word modeled for you in lessons 21 and 22. You can also find the steps listed on the Spelling Analysis Quick Reference.

## Doodling Dragons ABC Songs

The twenty-six original songs on this playful album, based on the book *Doodling Dragons: An ABC Book of Sounds* by Denise Eide, explore all of the sounds of A to Z and are a fun way to provide further practice with these foundational building blocks of English.

The full album is available at the Logic of English online store. You can also find the whole album or individual songs on a variety of music platforms. We have been able to distribute these songs to iTunes®, Spotify, Amazon Music, Google Play Music, iHeartRadio, Pandora, and other platforms. (Please note: we cannot guarantee the availability of these songs on these music distribution platforms.)

## Terms

**Phonogram** - A visual representation of a sound. A phonogram may have one, two, three, or four letters (**pen, rain, night, daughter**). *Foundations A* teaches students 25 single-letter phonograms and their sounds, as well as one two-letter phonogram: qu.

**CVC Word** - A word that follows the pattern: consonant-vowel-consonant.

**Pronunciation** - Letters that are between two slashes should be referred to by the sound(s). For example, /k/ indicates the sound /k/, not the letter name “kay.”