

# 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.*

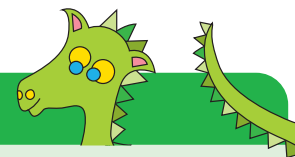
Put your hand in front of your mouth and feel the air as you say /v/.

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?

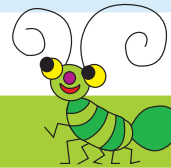
What is the midline between? *the top line and the baseline*

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 2

## 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. Identify if a sound is a nasal sound. Listen to two spoken words and blend them into one compound word.

**HANDWRITING:** Write the down stroke.

## Materials

**NEEDED:** LOE whiteboard; blue, green, and red dry-erase markers; Tactile Cards   or  (swing, down).

**OPTIONAL:** Dr. Seuss book, LEGO® bricks, toy car

## Phonemic Awareness

### Develop a Kinesthetic Awareness of Sounds

In the last lesson we began to learn about sounds. We learned that some sounds are voiced and some are unvoiced.

How can you tell if a sound is voiced or unvoiced? *Place your hand on your throat and see if it vibrates when you say the sound.*

I will say a sound. Tell me if it is voiced or unvoiced. Place your hand on your throat to test each one.

/b/ *voiced*

/p/ *unvoiced*

/f/ *unvoiced*

/v/ *voiced*

/t/ *unvoiced*

/d/ *voiced*

/g/ *voiced*

/h/ *unvoiced*

Today we will do a new experiment with sounds.

Say the sound /m/. What is your mouth doing to say /m/? *My lips are closed.*

Is your voice box on or off when you say /m/? *on*

### 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.

Where is the air coming out? *Answers will vary.*

Put your hand in front of your nose and say /m/. Can you feel the air coming out your nose? *yes*

Now try to say /m/ with your nose plugged. Can you do it? *no*

/m/ is called a nasal sound. Nasal is another word for nose.

If I have a nasal spray, what part of my body would it be for? *your nose*

If I have nasal surgery, where did I have surgery? *on your nose*

If I have a nasal voice (**speak in a nasal voice**), where is most of the sound coming from? *your nose*

Let's all speak in a nasal voice.

Say the sound /n/. What is your mouth doing when you say /n/. *My tongue is on the top of my mouth.*

*My lips are open a little bit.*

Is /n/ voiced or unvoiced? *voiced*

Can you say /n/ with your nose plugged? *no*

Is this a nasal sound? *yes*

Why? *The sound is coming from my nose.*

Now say /ng/. Where is your tongue? *The middle of my tongue is pulled back and on the roof of my mouth.*

Is /ng/ voiced or unvoiced? *voiced*

Say /n/ and /ng/. How are they different? *With /n/ my tongue is near the front of my mouth. With /ng/ it is near the back of my mouth.*

Can you say /ng/ with your nose plugged? *no*

What kind of sound is it? *nasal*

## Book List

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



## Speech Tip

For students who struggle to articulate the /ng/ sound, direct them to first say /k/ and feel where the back of the tongue is touching the roof of the mouth in the back. Then direct the student to place his tongue up in that position, hold it, blow the air from his nose, and turn on his voicebox. For more tips see *Eliciting Sounds* pages 79-81.

## Blend Compound Words

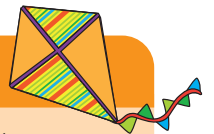
### 2.1 Compound Words – page 4

You have eight pictures on your page. I will say two words. Blend the words together. Shout out the answer and then circle the right picture.

snow	man	<b>snowman</b>
row	boat	<b>rowboat</b>
dog	house	<b>doghouse</b>
tool	box	<b>toolbox</b>
note	book	<b>notebook</b>
cup	cake	<b>cupcake</b>
high	way	<b>highway</b>
tooth	brush	<b>toothbrush</b>

LEGO® bricks

## Multi-Sensory Fun



Some students benefit by having an object to manipulate while blending. Say the first word and hold up one LEGO® brick. Say the second word and hold up the second LEGO® brick. Say each word closer together and hold the LEGO® bricks closer. Repeat. Finally snap the LEGO® bricks together and blend the word.

# Handwriting

## Review the Lines

Take out your whiteboard.

Using your dry-erase markers, put a blue dot on the baseline.

Put a green dot on the top line.

Put a red dot on the midline.

Repeat as needed.

## Review the Swing Stroke

Let's review the stroke we learned yesterday.

Show the Tactile Card  or .

Demonstrate as you review the directions.



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



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

Now it is your turn to write the stroke with your pointer finger on the card (or on the whiteboard). *swing*

Write the swing stroke in the air. *swing*

Write the swing stroke with a marker on your whiteboard. *swing*

## The Down Stroke

Show the Tactile Card  or .

Now we will learn the down stroke.

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



Start at the midline. **Down** to the baseline.

Notice the down stroke has a small hook on the end. This will connect into the next stroke of the letter or into the next letter.




Start at the midline. **Down** to the baseline.

Notice the down stroke has a small hook on the end. This will connect into the next stroke of the letter.

Whiteboard

Blue, green, and red markers

Tactile Cards   or 

 (swing, down)

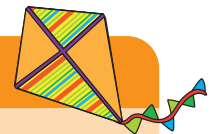
Toy car



## Teacher Tip

Each lesson will re-use Basic Phonogram Flash Cards and Tactile Cards from previous lessons. Keep all cards that have not been introduced bundled with a rubber band. Each day add the new cards to the stack of cards your students are learning.

## Multi-Sensory Fun



Try writing the strokes by driving a toy car in the shape of the stroke.

Write the down stroke with your finger. Say, "down," as you write it. *down*

Write the down stroke large in the air. *down*

Pretend to write it on the desk with your pointer finger. *down*

Pretend to write it on the door with your pointer finger. *down*

### Show the student the whiteboard.

Where does the down stroke start on the whiteboard?

*at the midline*

Point to the midline.

Write the down stroke with your pointer finger on the whiteboard. *down*

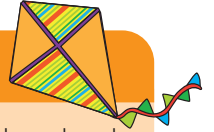
Now use a marker and write the down stroke on the whiteboard. *down*

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

Which down stroke is the best? *Answers will vary.*

Why? *Answers will vary.*

### Multi-Sensory Fun



Write the stroke on the whiteboard and have the student follow the motions to erase it with her pointer finger.

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

Sometimes the down stroke starts on the top line. Watch me write it. Start at the top line, down all the way to the baseline, small hook.

You try it. *Start at the top line, down.*

Now I will tell you where to start. Then write the down stroke.

top line

midline

midline

top line

## Air Writing

I will call out a stroke. Write it big in the air with your pointer finger. As you write it, shout the name of the stroke.

down *down*

swing *swing*

swing *swing*

down *down*

down *down*

down *down*

## Write the Strokes

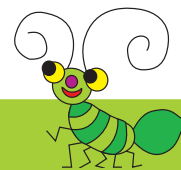
I will say a stroke. Write it on your whiteboard on the side with big lines. As you write the stroke, say the directions aloud.

swing *swing*

down *down*

down *down*

swing *swing*



## Write on Paper

### 2.2 Handwriting Practice – page 5

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

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

### Teacher Tip

Writing on paper is optional at this point. Students with less developed fine-motor skills benefit from extended large-motor practice. By learning letter formation with movements that originate from the elbow rather than the fingers, students will program the motions and rhythms into their brains. All handwriting practice may be done with large-motor movements using a whiteboard or chalkboard, tactile letters, or sensory box until the fine-motor development is sufficient for writing with a pencil.

# LESSON 3

## 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. Identify if a sound is a nasal sound. 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.

**HANDWRITING:** Write the roll stroke.

## Materials

**NEEDED:** LOE whiteboard, Tactile Card  or  (roll)

**OPTIONAL:** Dr. Seuss book, a collection of toy animals, ball

## Phonemic Awareness

### Develop a Kinesthetic Awareness of Sounds

Say a sound. It can be a sound we talked about or one that you make up. It should only be one sound. Then tell me how you made it. *Answers will vary.*

What does it mean if a sound is voiced? *You turn on your voice box to say the sound.*

How can you test if a sound is voiced or unvoiced? *Place your hand on your throat and feel if it vibrates.*

I will say a sound. Repeat the sound, then tell me if it is voiced or unvoiced.

/g/	/g/ voiced	/d/	/d/ voiced
/h/	/h/ unvoiced	/m/	/m/ voiced
/t/	/t/ unvoiced	/b/	/b/ voiced
/sh/	/sh/ unvoiced	/p/	/p/ unvoiced

What is a nasal sound? *When the air comes out your nose. You cannot say it with your nose plugged.*

How can you test if a sound is a nasal sound? *Plug your nose and say the sound. If you can't say it with*

### Teacher Tip



Students with weak auditory processing skills often struggle with reading. These activities help students develop a kinesthetic awareness of sounds and provide additional tools for distinguishing sounds, which is necessary for becoming fluent readers and spellers.

*your nose plugged, it is a nasal sound.*

Now I will say a sound. Repeat the sound. Then tell me if it is a nasal sound or not.

/m/      */m/ nasal*

/sh/      */sh/ no*

/h/      */h/ no*

/n/      */n/ nasal*

/k/      */k/ no*

/b/      */b/ no*

/ng/      */ng/ nasal*

/t/      */t/ no*

## Distinguish Between Sounds

Today we will practice listening for sounds.

The first sound is /m/. */m/*

When you hear me say /m/, jump up and rub your tummy as if you were saying, “/mmmm/, that tastes good.”

If you do not hear /m/, sit quietly and listen closely.

What sound are you listening for? */m/*

/t/

/m/ */m/*

/l/

/m/ */m/*

/h/

/ng/

/m/ */m/*

/m/ */m/*

Very good. Now listen for the sound /sh/. When you hear the sound /sh/, jump up, put your finger over your lips, and say /sh/.

What sound are you listening for? */sh/*

/s/

/t/

/sh/ */sh/*

/sh/ */sh/*

/b/

/j/

/r/

/sh/ */sh/*

/s/

/z/

/sh/ */sh/*

Very good. Now listen for the sound /b/. When you hear the sound /b/, jump up and rock your arms as if you are holding a baby.

What sound are you listening for? */b/*

/b/ */b/*

/t/

/m/

/n/

/b/ */b/*

/p/

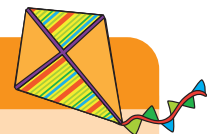
/b/ */b/*

/d/

/p/

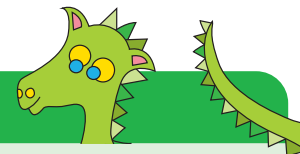
/b/ */b/*

## Multi-Sensory Fun



If a student struggles to distinguish between two sounds, 1) draw attention to what your mouth looks like when you say the target sound, or 2) encourage the student to repeat the target sound and the sound that he misunderstood. Ask the student to feel whether or not his mouth is in the same position for each sound.

## Book List



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

## Blend One-Syllable Words

### 3.1 Blending Words Together – page 6

Words are made of sounds blended together. You have a page with pictures of animals. I will say the name of an animal with all the sounds “un-glued” or segmented. “Glue” or blend the sounds back together. When you know which animal it is, say it and point to the picture.

/c-ă-t/	<i>cat</i>
/p-î-g/	<i>pig</i>
/d-ŏ-g/	<i>dog</i>
/b-er-d/	<i>bird</i>
/f-r-ŏ-g/	<i>frog</i>
/k-ow/	<i>cow</i>
/h-or-s/	<i>horse</i>
/m-ow-s/	<i>mouse</i>

#### Toy animals

### Multi-Sensory Fun

Collect toy animals. Rather than using the pictures, show the children the animals. Segment the names for the animals and have the children blend them back together and select the correct animal.

### Teacher Tip

Blending sounds into a word is more challenging than blending two words into a compound word. If a student struggles with this activity, practice blending words with only two sounds: *go, see, cow, say, do, eat, show, egg, hi, bye, my, tie, pie, me, we, she, in, out.*

## Handwriting

### Review

Hold up a whiteboard.

I have forgotten something. Where is the top line? *The student points.*

Where is the base line? *The student points.*

Where is the midline? *The student points.*



Where does a swing stroke start? *on the baseline*

Show me how to write a swing stroke.

Start at the midline. Show me how to write a down stroke.

Start at the top line. Show me how to write a down stroke.

#### Whiteboard

Tactile Card  or  (roll)  
Ball

### Multi-Sensory Fun

For students who struggle to write the stroke on the whiteboard, ask them to write with their pointer finger on the Tactile Cards.

### The Roll Stroke

Show the Tactile Card  or .

Today we will learn a new stroke. This stroke is called the roll stroke.

Demonstrate the stroke on the Tactile Card as you explain the directions.

### Multi-Sensory Fun

Before teaching the roll stroke, show the students a ball. Roll the ball from the student's right to the student's left. Have the student practice rolling the ball in the direction of the Roll Stroke (right to left).



Start at the midline. **Roll** around to the baseline.



Start at the midline. **Roll** around to the baseline.

Write the roll stroke with your pointer finger. Say “roll” as you write it. **roll**

Write the roll stroke two more times. **roll, roll**

### Show the student the whiteboard.

Where would you start to write the roll stroke on the whiteboard? **at the midline**

Point to the midline.

Write the roll stroke with your pointer finger on the whiteboard two times. **roll, roll**

Now use a marker and write the roll stroke on the whiteboard. **roll**

Write it three more times. As you write it say “roll.” **roll**

Which roll stroke 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.

### Simon Says

Let’s play Simon Says. I will be Simon. When I say “Simon says,” show me the stroke that I said. If I do not say “Simon says” first, then freeze.

Simon says, “roll.”

Swing.

Simon says, “swing.”

Simon says, “down.”

Roll...



#### Teacher Tip

Some students struggle with writing in the air, others struggle with writing on the whiteboard. Allow students to choose if they want to write the stroke for Simon Says in the air, on the large lines of the whiteboard, or on the small lines of the whiteboard.



#### Teacher Tip

Remember, writing on paper is optional.

### Write on Paper

#### 2.2 Handwriting Practice – page 5

Write the roll stroke two times on each line of the worksheet using a pencil.

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

Write the down and swing strokes one time each on your favorite line size.

# LESSON 4

## Skills

**PHONEMIC AWARENESS:** Distinguish between two different consonant sounds. Identify a sound as voiced or unvoiced. Blend one-syllable CVC words from an auditory prompt. Blend one-syllable words with a consonant blend from an auditory prompt.

**CURSIVE HANDWRITING:** Write the curve stroke.

**MANUSCRIPT HANDWRITING:** Write the straight stroke.

## Materials

**NEEDED:** LOE whiteboard; red, black, and blue dry-erase markers; Tactile Cards learned so far and  (curve) or  (straight)

**OPTIONAL:** Dr. Seuss book, dress-up clothes, blender, frozen fruit, juice, candy bar with segments, picture of an ant, shaving cream, tray

## Phonemic Awareness

### Distinguish Between /th/ and /TH/

Today we will practice two new sounds. Let's begin with the sound /th/.

What does your mouth do when you say /th/? *The tip of my tongue is between my teeth. Then I blow air out.*

Is your voice box on? *no*

Can you say /th/ with your nose plugged? *yes*

I am going to pretend to say a sound. Watch my mouth and tell me if I am saying /th/. If I say /th/, you say the sound /th/. If I say a different sound, shake your head "no."

Whisper the sounds quietly and encourage students to watch your mouth.

/b/

/th/ /th/

/w/

/ē/



### Teacher Tip

/th/ represents the unvoiced sound as found in *thin*, *think*, and *thought*.

/TH/ represents the voiced sound as found in *this*, *these*, and *that*.

### Teacher Tip

Many young students do not pronounce the sounds /th/ and /TH/ correctly. This lesson will help them to become more aware of these sounds by feeling how to pronounce them, watching the teacher pronounce them, and listening for the sound.

/th/ /th/  
/m/...

Our next sound is /TH/.

What is your mouth doing when you say /TH/? *The tip of my tongue is between my teeth. Then I blow air.*

What is the difference between /th/ and /TH/. */th/ is unvoiced. /TH/ is voiced.*

Now I will say a sound. If I say /TH/, then you should say /TH/ as loudly as you can. If I say a different sound, be as quiet as a mouse.

/t/  
/TH/ /TH/  
/TH/ /TH/  
/ng/  
/sh/  
/TH/ /TH/  
/h/  
/s/...

## Blend One-Syllable Words

### 4.1 Blending Words Together – page 8

What do you see on your page today? *I see pictures of clothes: shorts, dress, hat, scarf, socks, shoes, boots, shirt.*

I will say a word so that all the sounds are segmented. Blend the sounds back together. When you know the word, say it and point to the picture.

/h-ă-t/	<i>hat</i>
/b-ö-t-s/	<i>boots</i>
/sh-or-t-s/	<i>shorts</i>
/s-ö-k-s/	<i>socks</i>
/d-r-ě-s/	<i>dress</i>
/s-k-ar-f/	<i>scarf</i>
/sh-ö-z/	<i>shoes</i>
/sh-er-t/	<i>shirt</i>



### Speech Tip

If a student is struggling to say the sounds /th/ and /TH/, demonstrate how to form the sound. To say /th/, put the tip of your tongue between your teeth and blow. To say /TH/, put the tip of your tongue between your teeth, blow, and turn on your voice box.



### Multi-Sensory Fun

If a student mishears a sound, encourage him to repeat the target sound followed by the sound that he misstated. Ask the student to feel if his mouth is in the same position for each sound.



### Challenge

Direct the student to say sounds while you will listen for /th/ or /TH/. Repeat the sound when the student says /th/ or /TH/. Shake your head “no” when the student says a different sound.

### Multi-Sensory Fun

Use real clothes for activity 4.1 Blending Words Together. Segment a word. The student should find the piece of clothing and put it on.



### Vocabulary

**Blend** – Make a smoothie out of frozen fruit and juice using a blender. Demonstrate how the pieces are combined to form a blend.

**Segmented** – Bring a candy bar. Show students how to break it into segments. Look at an ant. Discuss how the body is segmented.

# Handwriting

## Review

Take out your whiteboard.

Put a blue dot on the baseline.

Put a black dot on the midline.

Put a red dot on the top line.

I will say a stroke. Write the stroke, then show it to me.

down

roll

swing

roll


down


roll

swing

Whiteboard

Blue, black, and red markers

Tactile Card  (curve for cursive)

or  (straight for manuscript)

*Shaving cream and tray*

## Multi-Sensory Fun

Practice writing the strokes in shaving cream.



## The Curve Stroke & The Straight Stroke

Today we will learn the curve (straight) stroke.

Show the Tactile Card  or .

Demonstrate the stroke as you explain the directions.

## Teacher Tip



In this lesson there are different strokes for manuscript and cursive. The cursive directions are in the green box. The manuscript are in the blue box. In the dialog, manuscript directions are in parentheses.



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



Start at the midline. **Straight** to the baseline.

Practicing writing the stroke using your pointer finger.

Show the student the whiteboard.

Where would you start to write the curve (straight) stroke on the whiteboard? *at the baseline (midline)*

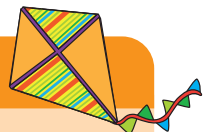
Point to the baseline (midline).

Write the curve (straight) stroke with your pointer finger on the whiteboard two times.

Now use a marker to write the curve (straight) stroke on the whiteboard.

## Multi-Sensory Fun

Direct students to "write" the stroke with their pointer finger anyplace in the room. For example: on a table, the wall, a window, a chair, their leg...



Write it 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 smiley face next to the best one.

## Simon Says

Let's play Simon Says. I will be Simon. When I say "Simon says," write the stroke that I said in the air. If I do not say "Simon says" first, then freeze.

Simon says, "curve." (or "straight.")

Swing.

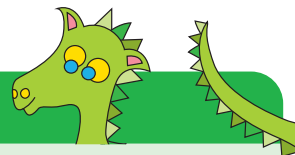
Simon says, "roll."

Simon says, "down."

Swing.

Simon says, "swing."...

### Book List



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

## Treasure Hunt

Hide the Tactile Cards that have been learned so far around the room. Ask the student to find the cards.

When she finds one, she should bring it back, write the stroke on the card with her pointer finger, and say the name of the stroke.

### Tactile Cards

## Write on Paper

### 4.2 Handwriting Practice – page 9

Write the curve (straight) stroke two times on each line of the worksheet.

Which one is the neatest?

Write the roll and down strokes one time each on your favorite line size.

### Teacher Tip



In the first few lessons, students will try each handwriting line size. By Lesson 6, they will be 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.

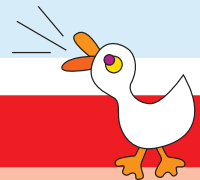
I will say a new sound. Repeat the sound with me. /z-z-z-z-z/

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/

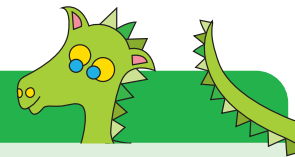
Let's compare /s/ and /th/.

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 /ā/ 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 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-ă-ă/

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/*



Start at the midline. ① **Roll** around to the baseline, ② **swing** up to the midline, ③ **straight** 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

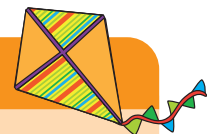
### 5.2 Handwriting Practice – page 11

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.

# ASSESSMENT A

Area	Skill	Mastery
Phonemic Awareness	Listen to two spoken words and blend them into one compound word.	1
	Blend one-syllable CVC words from an auditory prompt.	2
Handwriting	Identify the baseline.	1
	Identify the top line.	1
	Identify the midline.	1
	Write the swing stroke.	2
	Write the down stroke.	2
	Write the roll stroke.	2
	Write the curve (straight) stroke.	2
	Write lowercase <span style="border: 1px solid black; padding: 0 2px;">a</span> .	2

## About the Assessments

All students should be taught to the point of mastery. Assessments should inform the teacher which skills need additional practice or which students may require additional help. Students who master these foundational skills early will save countless hours later in remediation. Therefore, use the information from the assessments to review as needed before advancing to the next lessons.

Each skill area is included on the chart. Skills with a 1 should be mastered before students move to the next lesson. Skills with a 2 should be familiar to the child, but the child can still be working towards mastery. These skills will be practiced extensively in upcoming lessons.

# Phonemic Awareness

## Blend Compound Words

Set up a basket in the room.

If in a classroom, seat the children in a circle around the basket.

I will pass you the ball. Then I will say two words. "Glue" or blend the words together into a new word. When you know the word, say it aloud. Then you may try to make a basket with the ball.

clothes line	<i>clothesline</i>
sun flower	<i>sunflower</i>
rail road	<i>railroad</i>
grand mother	<i>grandmother</i>
tooth pick	<i>toothpick</i>
book shelf	<i>bookshelf</i>
air plane	<i>airplane</i>
eye ball	<i>eyeball</i>
air port	<i>airport</i>
grand pa	<i>grandpa</i>
grass hopper	<i>grasshopper</i>
thunder storm	<i>thunderstorm</i>
key board	<i>keyboard</i>

bed room	<i>bedroom</i>
river bank	<i>riverbank</i>
week end	<i>weekend</i>
bath tub	<i>bathtub</i>
water fall	<i>waterfall</i>
book mark	<i>bookmark</i>
sun set	<i>sunset</i>
rain bow	<i>rainbow</i>
grand ma	<i>grandma</i>
foot ball	<i>football</i>
kick stand	<i>kickstand</i>
class room	<i>classroom</i>

Ball

Basket or box



### Teacher Tip

Ask each student 1-3 words. Use the additional words for practice if needed.

## Blend One-Syllable Words

### A.1 One-Syllable Words – page 12

On your page you have eight pictures. I will segment two of the words. Circle the correct picture.

/b-ě-d/	<i>bed</i>
/m-ö-n/	<i>moon</i>

### Teacher Tip

At this stage students should begin to blend one-syllable CVC (Consonant-Vowel-Consonant) words. Many students will still struggle with words that begin or end with a consonant blend.



# Handwriting

## Lines and Strokes

### A.2 Handwriting – page 13

Students should be able to form the stroke using large motor motions on the handwriting chart or whiteboard. They do not need to be able to write the stroke with pencil and paper to move on to the next lesson.

Choose whether to have the students use the Handwriting Chart A.2 or use whiteboards.

Repeat questions as needed. Show students how to write the stroke if it was forgotten. This is acceptable for mastery at this stage.

You have eight blocks in front of you. Today I will ask you to write something. If you write it correctly, put one block on your tower.

- Put a blue dot on the top line.
- Put a black dot on the midline.
- Put a red dot on the baseline.
- Write a swing stroke.
- Write a down stroke.
- Write a roll stroke.
- Write a curve (straight) stroke.
- Write /ă-ă-ă/.

### Whiteboard

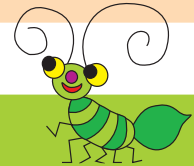
Blue, black, and red markers

8 blocks or LEGO® bricks per student

### Multi-Sensory Fun



Provide the student with eight blocks or LEGO® bricks. Each time she writes correctly, she may put a block on the tower. At the end, she may knock down the tower.



### Teacher Tip

Teachers should set the standards for individual students for handwriting. Some students struggle with handwriting due to their age or learning strengths and weaknesses. There is no reason to hold the student back from learning to read because of handwriting. Continue to practice writing with short, respectful games and activities, and allow the child to keep progressing in the lessons.

## Practice Ideas

### Blend Compound Words

Play games using the words found in this Teacher's Manual on the pages listed below.

"Blend Compound Words" on page 2

"Blend Compound Words" on page 7

"Blend Compound Words" on page 26

If the student is particularly struggling with this concept, try the idea found in "Multi-Sensory Fun" on page 7.

### Blend One-Syllable Words

Many students struggle with blending, especially if the word includes a consonant blend. If the student blended one or two words correctly, go ahead and move on to the next lesson. This concept will be practiced extensively in later lessons.

If you desire to practice further before moving ahead, play "Dress-Up Blending" by putting out a pile of dress-up clothes. Segment a word and ask the student to pick out the piece of clothing and put it on.

Or segment active words with an activity such as "Blend One-Syllable Words" on page 20.

### Handwriting

Practice writing the strokes in the air by playing Simon Says, or write them in sensory materials such as sand, salt, or shaving cream.

#### Teacher Tip



Blending sounds into a word is more challenging than blending two words into a compound word. If a student struggles with this activity, 1) Spend more time practicing blending single words into compound words, as in Lessons 1 and 2.

2) Practice blending words with only two sounds: *go, see, cow, say, do, eat, show, egg, hi, bye, my, tie, pie, me, we, she, in, out.*

3) Practice blending words with three sounds: *cat, pig, dog, sit, bed, hat, foot, leg, pen, inch, ant, end, old, fly, tree, glow.*