

# LESSON 41

## Skills

**PHONEMIC AWARENESS:** Blend two-syllable words from an auditory prompt.

**SYSTEMATIC PHONICS:** Read short vowel sounds marked with a breve. Read long vowel sounds marked with a macron. Read the sound of the multi-letter phonogram sh. Identify the name of each letter. Decode words with the multi-letter phonogram sh.

**HANDWRITING:** Write uppercase S.

**SPELLING ANALYSIS:** fish, ship, flash, spot, drum

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

## Materials

**NEEDED:** LOE whiteboard, Basic Phonogram Flash Card sh, *Whistling Whales*, Tactile Card S or S

**OPTIONAL:** ABC Song recording; Phonogram Wall Chart, Rhythm of Handwriting Desk Strip, or Rhythm of Handwriting Wall Cards; foods, books, and activities for “sh” Day; stamp and ink; Phonogram Game Tiles

## Phonemic Awareness

### Blend Two-Syllable Words

I will segment a word. I want you to blend it back together and find the object in the room.

/w-ĭ-n-d-ō/	<i>window</i>
/p-ĕ-n-c-ĭ-l/	<i>pencil</i>
/b-ü-k-sh-ĕ-l-f/	<i>bookshelf</i>
/k-ē-b-ō-r-d/	<i>keyboard</i>
/b-ă-k-p-ă-k/	<i>backpack</i>
/j-ă-k-ĕ-t/	<i>jacket</i>
/p-ö-k-ĕ-t/	<i>pocket</i>
/t-ā-b-l/	<i>table</i>

# Systematic Phonics

## Short and Long Vowel Sounds

Write the vowels *ā ē ī ō ū ä ă ĭ ǒ ŭ* on the board in a random order and in a variety of colors.

As I write a vowel sound, read it aloud to me.

Now I will point to a phonogram. Read the sound. As you read it, stretch your arms in a long line if it is the long sound. Curve your hands over your head if it is the short sound.

## Letter Names

### 41.1 Phonogram Desk Chart – page 1

Show the students 41.1 Phonogram Desk Chart on page 1 of the Foundations B Student Workbook.

What do you see on the chart? *I see all the phonograms I have learned and some other letters too.*

Each of the single-letter phonograms has two ways to write it. The ones we have learned already are called lowercase letters. The ones next to them are uppercase letters, which we sometimes call capital letters.

**Point to a lowercase letter.**

Why do you think we call this the lowercase? *It is smaller and sits lower on the lines.*

**Point to an uppercase letter.**

Why do you think this is called the uppercase? *It is bigger.*

Notice how all the uppercase letters touch the top line. It is as if they live in the upper story.

Each of the single letter phonograms also has a name. I will point to the phonograms and say the name. As I point to each phonogram, tell me the sounds it makes.

Point to Aa.	Point to Bb.	...
A /ā-ā-ā/	B /b/	...ABC

**Optional:** Play a recording or sing the commonly known ABC (Alphabet) song. Point to each phonogram as you sing its name. Ask the students to sing along if they know the song.

### Multi-Sensory Fun



Play "Buzz the Teacher." Tell the student to point to a sound. You should read it. If you are right, the student points to the next sound. If you are wrong, the student should indicate you are wrong by saying "bzzz." Be sure to read a lot of them wrong. Kids love to correct the teacher!

### 41.1 Phonogram Desk Chart

### Teacher Tip

Most lessons call for a phonogram chart to practice the alphabet. You may wish to laminate the Phonogram Desk Chart page from the student workbook to use it throughout Foundations B. Other handwriting charts are available at the Logic of English store.

### Multi-Sensory Fun

Point to a phonogram. Ask the student to crouch down low if it is lowercase, and stretch up high if it is uppercase.

### Multi-Sensory Fun

Vowel names say the vowel's long sound. Most consonant names say their sound plus a vowel sound. The names of C and G say their soft sounds because those were the most common sounds in Latin when the letter names were invented.

# Handwriting

## Write Uppercase S

### 41.2 Uppercase S – page 2

Look at the blue and green letters in your workbook. The first two show how uppercase and lowercase /s-z/ will appear in books. What do you notice? *The uppercase and lowercase /s-z/ look the same, but the uppercase is bigger.*

The next two are how we write /s-z/. What do you notice? *Cursive* – *The uppercase /s-z/ is bigger, and it has a loop on the top. It still has a scoop. The uppercase /s-z/ looks more like the cursive lowercase /s-z/ than like the one we see in books.* *Manuscript* – *The manuscript /s-z/ looks like the bookface version.*

Let's learn how to write the uppercase /s-z/.

Demonstrate how to write /s-z/ using the Tactile Card  or .



Start at the baseline. <sup>①</sup>**Loop** up to the top line, <sup>②</sup>**down** to the midline, <sup>③</sup>**scoop** around past the baseline, <sup>④</sup>**glide** across.



Start just below the top line. <sup>①</sup>**Roll** around to the midline, <sup>②</sup>**curve** back past the baseline.

Practice writing the uppercase /s-z/ three times on the Tactile Card or in the air, using your pointer finger. Shout the directions as you write it on your whiteboard. Whisper the directions as you write it on your whiteboard. Sing the directions as you write it on your whiteboard.

Which one sits on the baseline the best?  
Which one goes up and touches the top line the best?  
Which one looks most like the Tactile Card?  
Put a smiley face next to the best /s-z/.

### Teacher Tip

Since students do not use the uppercase letters as often, it is common for them to forget how to form them. Post a Handwriting Chart in the classroom for reference, and when needed provide students the prompts using the bold instructions.

Whiteboard

Tactile Card  or 

### Teacher Tip

Teachers who began with cursive for lowercase may opt to teach the manuscript uppercase letters instead. Some of the cursive uppercase letters have more variation in shape and are sometimes more complex to write than the manuscript form.

## Optional: Writing on Paper

If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

### 41.2 Uppercase S – page 2

Write uppercase /s-z/ three times on your favorite line size.

Circle your favorite uppercase /s-z/.

# Systematic Phonics

## The Phonogram sh

Show the Phonogram Card sh.

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

How many letters are used to write /sh/? *two*

Write /sh/ three times on your whiteboard.

Basic Phonogram Flash Card sh

Whiteboard

*Whistling Whales*

## Whistling Whales

Open to the sh page. Point to the phonogram sh.

What does this say? /sh/

Listen for this phonogram as I read the words. If you hear the sound /sh/, put your fingers up to your lips as if you are telling someone to be quiet and say /sh/.

### sh Day



Look at shells. Sail ships. Make shakes. Eat shortcake, shortbread, shish kabobs, and shredded cheese. Learn about shamrocks, shooting stars, sharks, sheep, shrews, shrimp, and sheepdogs. Shampoo dolls' hair. Learn the names of shapes. Wear shirts, shorts, and shoes.

## Phonogram Tic-Tac-Toe

### 41.3 Tic-Tac-Toe – pages 3-4

Decide who will play X's and who will play O's. One person chooses a phonogram and reads the sound(s) aloud. If he reads it correctly, he may place an X or an O on the square. Proceed as if playing Tic-Tac-Toe until someone places three in a row or a tie is declared.

### Challenge



Ask the students to choose a picture on the page and to segment the word. Then identify or ask other students to identify which word the student has segmented.

### Multi-Sensory Fun



Provide each player with a stamp and ink to use on the Tic-Tac-Toe boards instead of writing X's and O's.

# Spelling Analysis

## Spelling Analysis

Teach the words in the list below, using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

Spelling Analysis involves teaching the spelling of a word by guiding students in hearing and segmenting its sounds, supporting them with any needed clarification as they use their knowledge of the phonograms to write it, and finally analyzing the spelling together.

The steps are modeled for you with the word *fish*, below. They are also listed for teacher reference on the Spelling Analysis Card (skip steps 3-4 until syllables are introduced in lesson 42). In the rest of the lessons, sample scripting is provided as a resource for difficult words.

Whiteboard  
or Phonogram Game Tiles



### Teacher Tip

Use finger spelling to cue when to use a multi-letter phonogram. For example, hold up one finger for F, one finger for I, and two fingers for SH.

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. fish	<i>We caught two fish.</i>	fīsh	f <u>ish</u>	See below. Underline /sh/.
2. ship	<i>The ship sailed across the ocean.</i>	shīp	sh <u>ip</u>	Underline /sh/.
3. flash	<i>I saw a bright flash.</i>	flāsh	fl <u>ash</u>	Underline /sh/.
4. spot	<i>This shirt has a spot on it.</i>	spōt	spot	All first sounds.
5. drum	<i>The drum is very loud.</i>	drūm	drum	All first sounds.

## fish

The first word is *fish*. We caught two fish. *fish*  
Now it is your turn to say “fish,” then sound it out.  
*fish /f-ī-sh/*

Write *fish* on your whiteboard. As you write it, say each of the sounds aloud. */f-ī-sh/*

The student writes *fish* on his whiteboard, saying */f-ī-sh/*.

It is now my turn to write *fish*. Drive my marker by sounding it out. */f-ī-sh/*  
The student sounds out */f-ī-sh/* while the teacher writes the word on the board.

### Teacher Tip

Consonant blends were taught in Foundations A. If the student continues to struggle with blends, help him to sound them out. There will be additional practice on blends in later lessons.

When we have two letters working together to say one sound, we will underline the phonogram. Let's underline /sh/.

*fish*

Let's read it together. Point to each phonogram as you read it. Then blend the word together.  
*/f-ī-sh/ fish*

## Comprehension & Fluency

### Match Phrases to Pictures

#### 41.4 Matching – pages 5-6

Read the words aloud. If the word has the phonogram /sh/, underline the /sh/. Match the words to the pictures.

#### Teacher Tip



If students struggle to read words with the SH phonogram, underline it in pencil and remind them the two letters are working together to say /sh/.

# LESSON 41

## 41.1 Phonogram Desk Chart

### SAMPLE OF CURSIVE WORKBOOK



Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

# LESSON 41

## 41.1 Phonogram Desk Chart

### SAMPLE OF MANUSCRIPT WORKBOOK



Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

41.2 Uppercase S

Name \_\_\_\_\_



SAMPLE OF CURSIVE WORKBOOK



41.2 Uppercase S

Name \_\_\_\_\_



s

s

S

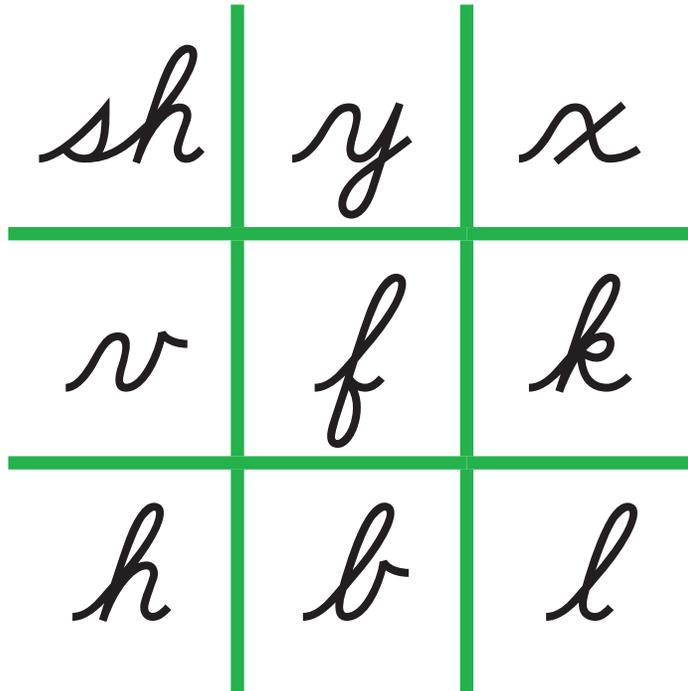
S

SAMPLE OF MANUSCRIPT WORKBOOK

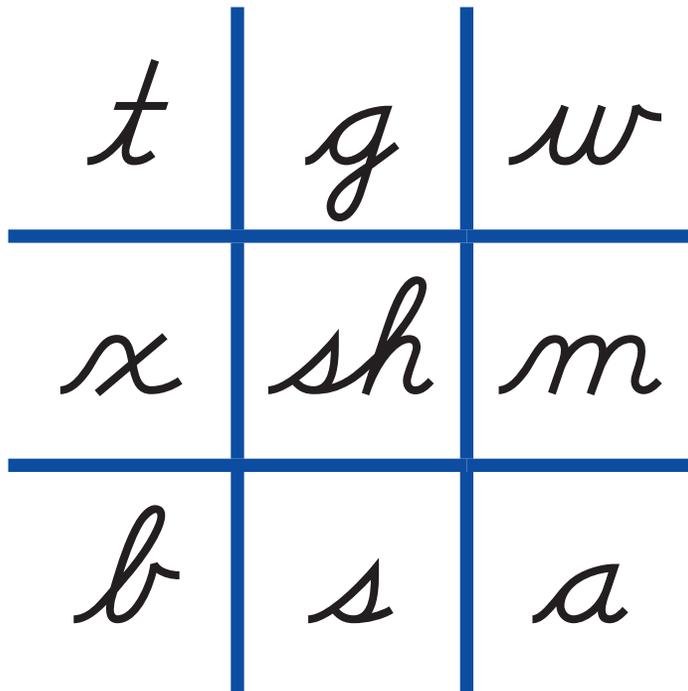


41.3 Tic-Tac-Toe

Name \_\_\_\_\_



SAMPLE OF CURSIVE WORKBOOK



41.3 Tic-Tac-Toe

Name \_\_\_\_\_

<i>sh</i>	<i>y</i>	<i>x</i>
<i>v</i>	<i>f</i>	<i>k</i>
<i>h</i>	<i>b</i>	<i>l</i>

SAMPLE OF MANUSCRIPT WORKBOOK

<i>t</i>	<i>g</i>	<i>w</i>
<i>x</i>	<i>sh</i>	<i>m</i>
<i>b</i>	<i>s</i>	<i>a</i>

### 41.3 Tic-Tac-Toe continued

c	g	i
p	sh	o
j	y	v

z	y	w
a	qu	f
r	sh	x

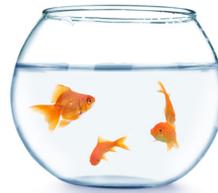
41.4 Matching

Name \_\_\_\_\_

fun hat



big logs



red brush



hands clap



fish swim



41.4 Matching continued

hut on sand



milk jug



trash can



plant wilts



red ship

