

LESSON 45

Skills

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

SYSTEMATIC PHONICS: Identify the name of each letter. Demonstrate an understanding that the schwa vowel sound is a lazy sound where the mouth does not open as far and that the sound is quieter and distorted. Demonstrate an understanding that *Any vowel may say one of the schwa sounds, /u/ or /i/, in an unstressed syllable or unstressed word.* Recognize the symbol for schwa, ə. Decode one-syllable words with the schwa sound.

HANDWRITING: Write uppercase M.

SPELLING ANALYSIS: a, his, the, then, pink

COMPREHENSION & FLUENCY: Read high-frequency words. Identify the title. Make predictions. Recall facts. Explain how illustrations relate to a text. Form and express an opinion.

Materials

NEEDED: LOE whiteboard, Tactile Card m or M, Phonogram Chart, paper or poster board for a Lazy Vowel Chart, chocolate chips or tokens for Bingo, Reader 1: *Fred the Frog*

OPTIONAL: Phonogram Game Tiles, books from book list

Phonemic Awareness

Blend Two-Syllable Words

I will segment a word. I want you to blend it back together and shout out the word.

/p-ŭ-p-ē/

puppy

/g-ō-l-d-f-ĭ-sh/

goldfish

/p-ĕ-n-gw-ĭ-n/

penguin

/t-ī-g-er/

tiger

/ē-g-l/

eagle

Systematic Phonics

Phonogram Practice: Write and Erase

Explain to your student that you will read eight phonogram sounds. The first time she hears the sound, she must write it on her board. The second time she hears the sound she should erase it. Explain that you will not read them all in order, so she must listen carefully and check to see if she has already written it.

Whiteboard

/sh/

Students write "sh."

/y-ĭ-ī-ē/

Students write "y."

/sh/

Students erase "sh."

/z/

Students write "z."

/th-TH/

Students write "th."

/z/

Students erase "z."

/ks/

Students write "x."

/th-TH/

Students erase "th."

/v/

Students write "v."

/y-ĭ-ī-ē/

Students erase "y."

/f/

Students write "f."

/k/

Students write "k."

/k/

Students erase "k."

/f/

Students erase "f."

/v/

Students erase "v."

/ks/

Students erase "x."

Letter Names

41.1 Phonogram Desk Chart – page 1

41.1 Phonogram Desk Chart

I will point to the phonograms and say the name. As I point to each phonogram, tell me the sounds it makes.

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.

Handwriting

Write Uppercase M

45.1 Uppercase M – page 18

Compare and contrast the uppercase and lowercase /m/ in a bookface font and in the handwriting font.

Let's learn how to write the uppercase /m/.

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

Whiteboard

Tactile Card m or M



Start halfway between the mid-line and the top line. ^①**Curve** up to the top line, ^②**straight** to the baseline, ^③**bump** up to the top line, ^④**straight** to the baseline, ^⑤**bump** up to the top line, ^⑥**down**.



Start at the top line. ^①**Straight** to the baseline, ^②pick up the pencil, start at the top line, ^③**kick** down to the midline, ^④**angle up** to the top line, ^⑤**straight** to the baseline.

Write uppercase /m/ three times on the Tactile Card or in the air, using your pointer finger.

Write uppercase /m/ three times on your whiteboard.

Which one sits on the baseline the best?

Which one looks most like the Tactile Card?

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

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.

45.1 Uppercase M – page 18

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

Systematic Phonics

Schwa: The Lazy Vowel Sound

In this lesson, you will introduce the schwa sound. Schwa is represented by the symbol ə. It usually sounds like /ʊ/ as in the first vowel sound in “polite” or “about.” It is the vowel sound in the word “from,” and in the first and last syllables of “banana.” Occasionally schwa may also sound like /ɪ/ as in the second vowel sound in “trumpet” or “curtain.” For now, focus on the more common schwa sound, /ʊ/.

Are you ever lazy?

When you are lazy do you want to move around? *no*

Do you try to move as little as possible? *yes*

Today we are going to learn about a special vowel sound in English. It is a lazy vowel sound.

Let's do an experiment. Which sound makes your mouth move more when you say it?

Compare /ā/ and /ə/. */ā/ moves more.*

/ə/ is a lazy sound.

Compare /ē/ and /ə/. */ē/ moves more.*

/ə/ is a lazy sound.

Compare /ǎ/ and /ə/. */ǎ/ moves more.*

/ə/ is a lazy sound.

Sometimes, when we hear the sound /ə/, it is a vowel being lazy. We are not opening our mouths big enough to say the vowel clearly. We call this lazy vowel a schwa sound.

Write ə on the board.

Dictionaries write this sound like an upside down E. Schwa is so lazy it doesn't even stand up.

Does the schwa sound /ə/ remind you of a phonogram you know? *Yes, /ǔ-ū-ō-ü/.*

When we hear the sound /ʊ/ in a word, we need to be careful to find out if it is this phonogram u, or if it is one of our other vowels being lazy and saying /ə/.

When we are learning our spelling words, two of them will have a vowel saying its schwa sound /ə/. Listen for a lazy vowel and raise your hand when you hear it.

Teacher Tip

Technically, schwa is an unstressed vowel sound. In English, syllables and words have varying amounts of stress. When a syllable is unstressed, the vowel is sometimes not clearly articulated. When we add affixes to a word, the stress may shift and the vowel may then be clearly pronounced. For more information see *Uncovering the Logic of English* pages 124-127.

Teacher Tip

Some common words in English such as *the*, *was*, and *from* have a schwa sound in a one-syllable word. This is because these words are not stressed in English sentences. For more information see *Uncovering the Logic of English* pages 124-127.

Spelling Analysis

Spelling Analysis

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

Teacher Tip

Pink - In some dialects the vowel sound widens so that *pink* has a similar vowel sound to *peek*, while in other dialects, it is closer to the sound in *pin*. Emphasize the short /i/ sound for spelling.

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. a	<i>A cat ran across the road.</i>	ā	a	See dialog below.
2. his	<i>That is his coat.</i>	hĭz	² his	See below. Put a 2 over the /s-z/. It said its second sound /z/.
3. the	<i>The sweater is itchy.</i>	THĕ	² <u>th</u> ĕ	See below. Underline /TH/. Put a 2 over the /th-TH/. It said its second sound /TH/. Draw a line over the /ĕ/. A E O U usually say their long sounds at the end of the syllable.
4. then	<i>After we eat dinner, then we will play a game.</i>	THĕn	² <u>th</u> en	Underline /TH/. Put a 2 over the /th-TH/. It said its second sound /TH/.
5. pink	<i>Her favorite color is pink.</i>	pĭnk	pink	All first sounds.

a

Say the word “a” with a schwa sound, rather than a long /ā/.

The first word is *a*. *A cat ran across the road.* *a*

Did you hear a schwa sound in *a*? **yes**

This time, it is the phonogram /ă-ā-ä/ being lazy and saying /ə/.

If we said the vowel clearly, it would say /ā/.

Let’s sound it out. /ā/

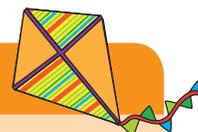
Now write /ā/ on your whiteboard.

The student writes *a* on her whiteboard.

Now help me to write it by sounding it out. /ā/

The teacher writes *a* on the board.

Multi-Sensory Fun



For fun, when students discover a word with a lazy vowel sound, say “You’ve been schwaed.”

What does the A usually say at the end of the syllable? /ā/
Why? A E O U usually say their long sounds at the end of the syllable.

But how do we usually read this word? /ə/

his

The next word is *his*. That is his coat. *his*

Before we write it, segment the word aloud. /h-ĭ-z/

You will use /s-z/ to spell *his*. How will you spell /z/? *with a /s-z/*

Now write each of the sounds on your whiteboard as you hear them. As you write it, say each of the sounds aloud. /h-ĭ-z/

The student writes *his* on her whiteboard.

It is now my turn to write *his*. Drive my marker by sounding it out. /h-ĭ-z/

The teacher writes the word on the board.

What sound of /s-z/ do we hear in *his*? /z/

Is this the first or the second sound? *second*

Since /s-z/ is saying its second sound, we will write a 2 over it to remind us that it is saying its second sound /z/. Let's read it together. /h-ĭ-z/ *his*

the

Say the word "the" with a schwa sound, rather than a long /ē/.

The third word is *the*. The sweater is itchy. *the*

Did you hear a schwa sound in *the*? *yes*

In this case, it is the phonogram /ě-ē/ being lazy and saying /ə/. If we said the vowel clearly, it would say /TH-ē/. Let's sound it out. /TH-ē/

Now write /TH-ē/ on your whiteboard.

The student writes *the* on her whiteboard.

Now help me to write it by sounding it out. /TH-ē/

The teacher writes *the* on the board.

Do you see any multi-letter phonograms we should underline? /TH/

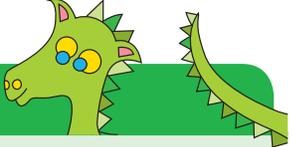
What sound of /th-TH/ is this? *the second sound*

Since it is saying its second sound, let's write a 2 over it.

What will the E say at the end of the syllable? /ē/

But how do we usually read this word? /THə/

Book List



In some lessons, book lists will be provided. Books in these lists have been evaluated for phonograms, spelling rules, uppercase letters, and tricky high-frequency words. These books can be read successfully by your student at this point in Foundations without guessing. You may choose any books on these lists for your student to read to himself or aloud.

Book List

Bob Books Set 1

Mat

Sam

Explain O.K. as an abbreviation where we read the letter names, not the sounds. Point out the periods.

Mac

Teacher Tip



Schwa /ə/ usually sounds like /ü/ as in *polite* or *about*. Occasionally schwa may sound like /i/ as in *trumpet*.

Fluency

Lazy Vowel Words

When we find words with a schwa sound, we will add them to a Lazy Vowel Chart.

Large piece of paper or poster board

Write “Lazy Vowels,” “ə,” and “Schwa” at the top of the chart.

Which words did we learn today that have a schwa: a lazy vowel sound? *a, the*
Let’s add them to our chart.

How do we say-to-spell *a*? /ā/

How do we say-to-spell *the*? /TH-ē/

Write it on the chart while sounding out /TH-ē/.

How do we usually pronounce this word? /THə/

Word Bingo

45.2 Word Bingo – pages 19-20

Chocolate chips or other small tokens
to cover the Bingo squares

Play Bingo using the game board provided in the workbook.

Call out a word for the students to put a token on. Play until the board is covered. Ask the student to read the words as he removes each token.

Comprehension & Fluency

Reader 1: Fred the Frog

Take out Reader 1: *Fred the Frog*. Point to the title.

This is the title. Read it aloud to me. *Fred the Frog*

What do you think this book will be about? *It will be about a frog named Fred.*

Read *Fred the Frog* aloud to me.

When the student has finished the book, ask:

What kind of animal is Fred? *Fred is a frog.*

Turn to page two. Point to the sign. What does the red X on the sign mean? *The red X means not. Fred thinks he is not a frog.*

Who does Fred think he is? *Fred thinks he is a kid.*

What does Fred want to do? *Fred wants to get a tan.*

Do you think Fred can get a tan? *answers vary*

Did you like the story? Why or why not? *answers vary*

Ask the student to choose someone to read the book to a second time. Or in a classroom, ask the students to bring the book home to read to a parent.

Reader 1: *Fred the Frog*



Teacher Tip

Some students have not developed the visual muscle memory required to focus on the words when there are images on the page. If the student is struggling to read the words, cover the pictures with a blank piece of paper.

LESSON 45

Name _____

45.1 Uppercase M



m

m

m

m

SAMPLE OF CURSIVE WORKBOOK

LESSON 45

Name _____

45.1 Uppercase M



M

M

M

M

SAMPLE OF MANUSCRIPT WORKBOOK

45.2 Word Bingo

Name _____

the	am	can
be	an	cut
help	and	his

45.2 Word Bingo continued

ask	did	the
with	his	hot
best	him	at

Reader 1

B
LEVEL



New concepts included in this reader:

Phonograms: sh, th

Spelling Rule: A E O U usually say their long sounds at the end of the syllable.

Phonograms that were previously taught in Foundations:

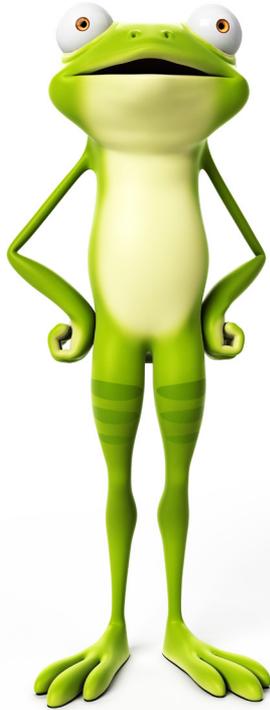
a-z

This reader may be used after Foundations B Lesson 45.

Kimber Iverson

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This is Fred.
He is a frog.

Fred the Frog



**Fred thinks he
is not a frog.**



Fred thinks
he is a kid.

Fred the Frog



**Fred has a wish.
He has a plan.**



He thinks that he
can get a tan.

Fred the Frog



**That Fred!
He is a fun frog!**