

LESSON 70

Skills

PHONEMIC AWARENESS: Rhyme one-syllable words.

SYSTEMATIC PHONICS: Decode words that follow the rule *We often double F, L, and S after a single, short or broad vowel at the end of the base word. Occasionally other letters also are doubled.*

HANDWRITING: Copy a sentence from a model.

SPELLING ANALYSIS: egg, buzz, bring, cake, way

COMPREHENSION & FLUENCY: Read high-frequency words. Identify the title. Make predictions. Recall facts. Make inferences using pictures clues. Relate the text to the reader's personal experience.

COMPOSITION: Create a poster.

Materials

NEEDED: LOE whiteboard; scissors; two sets of Phonogram Game Cards; word bucket; Fox, Number, Trap, and Timer cards from previous lessons; timer; Reader 6: *Kids Just Want to Have Fun*; paper; markers

OPTIONAL: Phonogram Game Tiles

Phonemic Awareness

Rhyming

I will say two words that rhyme. Then I want you to think of a third word that rhymes with them.

tall hall *ball, mall, wall, call, fall*

hit bit *lit, mitt, sit, pit, kit, fit, knit*

cat sat *mat, hat, pat, rat, fat*

70.1 Rhyming – page 158-159

Find the words on the page that rhyme. Draw a line between them.

Handwriting

Handwriting Practice

70.2 Handwriting – page 160

Handwriting sheets are optional. Ask the student to read the sentence aloud before writing it. If the student does not have adequate fine motor development to write the sentence on the worksheet, the student may also write the sentence on his whiteboard.

If needed, offer detailed directions for how to write a question mark: Start just below the top line. **Circle** around to the midline, **straight** to just above the baseline, **dot** at the baseline.

Systematic Phonics

Other Double Letters

70.3 Spelling Mystery – pages 161-162

Scissors

Cut out the cards and hide them around the room.

Today we have a very tricky spelling mystery. I have again hidden clues around the room. This time you do not know the whole rule. I want you to gather the clues. Read them. When you think you know the solution to the mystery, then come and whisper it to me.

All of the words end in double letters.

What is the rule we learned? *We often double F, L, and S...*

Do any of these words end in an F, L, or S? *no*

There is a bit more to the rule. We often double F, L, and S after a single vowel at the end of a base word.

Occasionally other letters also are doubled.

What does occasionally mean? *Answers will vary.*

Let me give you some examples of it in a sentence.

Occasionally I eat fish, but not very often.

Occasionally we go to the movie theater, but not very often.

What does occasionally mean? *not very often*

What do you do occasionally? *Answers will vary.*

So if we occasionally double other letters, do we do it very often? *no*

Let's say the rule together in a loud voice. *We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.*

Phonogram Memory

Mix the Phonogram Game Cards. Lay all the cards face down in rows in the middle of the table. The first player chooses a card and flips it upright so everyone may see it, and reads the sound(s). He then chooses a second card, flips it upright, and reads the sounds. If the phonograms match, he keeps the pair and goes again. If the phonograms do not match, he returns them to the rows face down and play passes to the next player. The game ends when all the pieces are matched. The player with the most phonogram pairs wins.

2 sets of 20 Phonogram Game Cards in different colors

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.

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. egg	<i>The egg is dyed pink and green.</i>	ěgg	egg	We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.
2. buzz	<i>Did you hear the alarm buzz?</i>	bűzz	buzz	We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters also are doubled.
3. bring	<i>Bring your coat.</i>	brīng	br <u>ing</u>	Underline /ng/.
4. cake	<i>She brought a birthday cake.</i>	kāk	cā <u>ke</u>	Put a line over the /ā/. Double underline the silent final E. The /ā/ said its long sound because of the E.
5. way	<i>Which way did they go?</i>	wā	w <u>ay</u>	Underline two letter /ā/. English words do not end in I, U, V, or J. Therefore we cannot use AI. When a word ends in a single-letter A it usually says /ā/.

Comprehension & Fluency

Fox in the Hen House

70.4 Fox in the Hen House – page 163-164

Cut out the new words and add them to the Word Bucket. Tell each student to draw a word from the bucket. If she reads it correctly, she may keep it. If she does not, it goes back in the bucket. If she draws a fox card, the fox steals her cards and they all must go back in the bucket. If she draws a number card, she may draw that many extra cards. Each one she reads correctly, she may keep. If she draws the trap card, she may use it to trap the fox. (In other words, she will not need to give up her cards if she draws the fox on her turn.) If she draws the timer, set a timer for 10-15 seconds. The student must then read as many cards as possible during that time. She may keep all the cards she reads correctly. (The fox card does not count during a timer session.) If a student draws “Put Back 2 Cards” she must put two cards back into the bucket.

Scissors

Word Bucket

Fox cards, Number cards, Trap cards and
Timer cards from previous lessons

Timer

Teacher Tip

Save the Word Bucket and cards for use in Lesson 77.

Reader 6: Kids Just Want to Have Fun

Reader 6: *Kids Just Want to Have Fun*

Hold up the book *Kids Just Want to Have Fun*.

What is the title of this book? *Kids Just Want to Have Fun*

What do you think this book will be about? *answers vary*

Ask the student to read each page aloud. When the student has finished the book, ask:

What does Mark want to do? *Mark wants to be a plane.*

What does Jane want to do? *Jane wants to tell a joke.*

Do you know any jokes? *answers vary*

What does Lee want to do? *feel the wind*

How will Lee feel the wind? *He will slide fast.*

What does Sue want to do? *She wants to play hide and seek.*

Do you ever play hide and seek? *answers vary*

What does Jeff want to do? *Give his mom a wet hug.*

Do you think his mom wants a wet hug? *answers vary*

Where is Jeff? *Jeff is at a swimming pool.*

What do the kids on the last page want to do? *make a mess*

What are they using to make a mess? *paint*

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.

Composition

Create a Poster

What do you like to do to have fun? *answers vary*

On the board write: _____ wants to _____.

Choose one thing you like to do to have fun. Write your name and what you like to do. If you do not know how to spell a word, sound it out or ask me for help.

Now draw a picture of yourself doing the activity.

Paper

Markers



Challenge

Ask students to write their own version of the story *Kids Just Want to Have Fun*. Brainstorm ideas they would like to include in their version of the book.

LESSON 70

Name _____

70.1 Rhyming

fat

miss

hiss

will

sit

cat

hill

fit

70.1 Rhyming continued

Name _____

day

clue

live

tall

true

jar

ball

play

star

give

70.2 Handwriting

Name _____

Did Zack take the white ball?

SAMPLE OF CURSIVE WORKBOOK

70.2 Handwriting

Name _____

Did Zack take the white ball ?

SAMPLE OF MANUSCRIPT WORKBOOK

70.3 Spelling Mystery

add

odd

egg

mutt

mitt

putt

fuzz

fizz

buzz

jazz

70.3 Spelling Mystery

70.4 Fox in the Hen House

those

us

ride

use

white

say

want

to

small

song

start

ate

take

tell

these

thing

Put back 2 cards

Put back 2 cards

70.4 Fox in the Hen House

High-Frequency Words

Reader 6

B
LEVEL

Kids Just Want to Have Fun



New concept included in this reader:

Spelling Rule: We often double F, L, and S after a single vowel at the end of a base word. Occasionally other letters are also doubled.

Phonograms that were previously taught in Foundations:

a-z, sh, th, ck, igh, ch, ee, er, wh, oi, oy, ai, ay, ng, ar, or

This reader may be used after Foundations B Lesson 70.

Kimber Iverson

LogicofEnglish®



Mark wants
to be a plane.

Kids Just Want to Have Fun



Jane wants
to tell a joke.



Lee wants to feel
the wind.

Kids Just Want to Have Fun



**Sue wants to play
hide and seek.**



Jeff wants to go give
his mom a wet hug.

Kids Just Want to Have Fun



**These kids just want
to make a mess!**