

STARTING FOUNDATIONS WITH **B**

Assessment

All students who are starting *Foundations B* without having completed *Foundations A* should complete the assessment found at https://assets.logicofenglish.com/downloads/Starting_At_Foundations_B.pdf before getting started.

Foundations is a skills-based program. If students do not have all the skills taught in *Foundations A*, they will struggle with *Foundations B*. Prerequisite skills for level B are listed below, including those that should be taught using *Foundations A* lessons and those that may be reviewed using the activities that follow.

Materials

NEEDED: Basic Phonogram Flash Cards a-z, 2 sets of Phonogram Game Cards a-z, LOE Whiteboard

OPTIONAL: Phonogram Game Tiles

Foundational Skills

Students who have not mastered the following skills should start with *Foundations A*.

PHONEMIC AWARENESS

- Distinguish between two different consonant sounds.
- Distinguish between two different vowel sounds.
- Blend two consonants from an auditory prompt.
- Blend one-syllable CVC words from an auditory prompt.
- Blend one-syllable words with a consonant blend from an auditory prompt.

SYSTEMATIC PHONICS

Lowercase a-z

- Read ALL the sounds of the lowercase a-z phonograms, in the order of frequency, when shown each phonogram. (*Student who do not know at least one sound of each of the a-z phonograms and the commonly taught short and long vowel sounds of each vowel should begin with Foundations A.*)
- Recognize and match the lowercase a-z phonograms as they appear in a variety of fonts.
- Decode CVC words that use only the first sound of each phonogram.
- Blend two and three consonants in isolation.

- Decode words with consonant blends that use only the first sound of each phonogram.
- Decode words that include the phonogram S saying its second sound /z/.

SPELLING

- Spell CVC words that use only the first sound of each phonogram.
- Spell words with consonant blends that use only the first sound of each phonogram.

COMPREHENSION

- Demonstrate understanding of a word the student has independently decoded.
- Demonstrate understanding of a phrase the student has independently decoded.

Additional Required Skills

Students will also need the following skills before starting *Foundations B*.

If the students have mastered the Foundational Skills listed above but the assessment indicates lack of mastery in any of these additional required skills, use the lesson segments on pages 3-7 to fill in the gaps in the students' knowledge before beginning Lesson 41.

SYSTEMATIC PHONICS

Lowercase a-z

- Read ALL the sounds of the lowercase a-z phonograms, in the order of frequency, when shown each phonogram.

qu

- Read the sound of the multi-letter phonogram qu.
- Identify QU as a multi-letter phonogram in one-syllable words.

Consonants and Vowels

- Demonstrate an understanding that vowels are sounds which can be sung AND can be controlled for volume, and that they are NOT blocked by the lips, tongue, or teeth.
- Demonstrate an understanding that consonants are sounds blocked by the lips, tongue, or teeth, and that they usually cannot be sung or controlled for volume.
- Sort the sounds of the single-letter phonograms into consonants and vowels.
- Identify the short vowel sounds of the six single-letter vowels.
- Read short vowel sounds marked with a breve.
- Identify the second sound of the six single-letters vowels as a long sound.
- Read long vowel sounds marked with a macron.

HANDWRITING

- Accurately and consistently write the lowercase a-z phonograms.

Systematic Phonics - Lowercase a-z

Use the assessment at https://assets.logicofenglish.com/downloads/Starting_At_Foundations_B.pdf to identify any a-z phonograms that have sounds your student has not mastered. Practice these phonograms with the following games before starting *Foundations B*.

Phonogram Reading Review

Review the sounds of a-z using the Basic Phonogram Flash Cards. The sounds are listed on the back of the flash cards for the teacher's reference.

Basic Phonogram Flash Cards a-z

Go Fish

Select the single-letter a-z phonograms and qu from each set of Phonogram Game Cards. 1) Mix two sets of Phonogram Game Cards together. 2) Deal seven cards to each player. Place the remaining cards in the middle of the table, face down, and spread them out into a “fishing pond.” 3) Player A chooses a player (Player B) to ask, “Do you have a ___?” Player A should ask for a match to a phonogram he has in his hand, naming the phonogram by its sound(s). 4) If the answer is “yes,” Player B must give the requested card to him, and Player A lays the matched cards down in front of him and takes another turn. 5) If the answer is “no,” Player B should say, “Go fish.” Player A then draws a card from the pond. If a match is found, it is laid down and Player A repeats his turn. If no match is found, play moves to the next player on the left. 6) Play until all the cards have been matched. The player with the most matches wins.

2 sets of a-z Phonogram Game Cards
per group of 4 students

Phonogram Snatch

Select the single-letter a-z phonograms and qu from each set of Phonogram Game Cards. Set the rest of the phonograms and game cards aside. Lay out eight to sixteen a-z game cards face up. Read the sound(s) for one of the phonograms. The student should snatch the matching card(s) as quickly as possible. Replace the cards as they are removed.

2 sets of Phonogram Game Cards

Classroom: Phonogram Snatch

In a classroom, play Phonogram Snatch with groups of 2-6 students. One student will read the sound(s) and the others will race to snatch the matching card. Select the single-letter a-z phonograms and qu from each set of Phonogram Game Cards.

2 sets of Phonogram Game Cards for
each group of 2-6 students

Systematic Phonics - qu

The Two-Letter Phonogram qu

Show **qu**.

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

What do you notice about /kw/? *It has two letters.*

/kw/ is a two-letter phonogram. Q always needs a U. What does this say? /kw/

I will say a word that uses /kw/. *quit*. Sound it out for me. /kw-ĭ-t/

Now write *quit* on your whiteboard (or with Phonogram Game Tiles).

Now sound out *quit* again and I will write it on the whiteboard. /kw-ĭ-t/

Write *quit* on the whiteboard as the student watches you write it.

Let's underline the two letters to remind us that they are working together to say /kw/.

Underline /kw/ on the whiteboard.

Whiteboard or
Phonogram Game Tiles

Systematic Phonics - Consonants & Vowels

Vowels: Sounds You Can Sing

Today we will test phonograms and put them into groups called vowels and consonants.

The first type of phonogram is called a vowel. It is a sound you can sing and your mouth is open.

Let's test the phonograms and figure out if they are vowels.

Show **a**.

Can you sing the first sound /ă/? /ăăă/, *yes*

Is your mouth open as you say the sound? *yes*

Then it is a vowel.

Can you sing the second sound /ā/? /āāā/ *yes*

Is your mouth open as you say the sound? *yes*

Then it is a vowel.

Can you sing the third sound /ä/? /äää/, *yes*

Is your mouth open as you say the sound? *yes*

Then it is a vowel.

Basic Phonogram Flash Cards or

Phonogram Game Cards

a	c				
d	e	f	g	j	o
p	qu	u	y		

Multi-Sensory Fun

Select these phonograms from the Phonogram Game Cards and hand them to the students. Have them sort the cards into a vowel pile and a consonant pile.

Challenge

Divide the whiteboard in half. Ask students to read each phonogram from A to Z, then write vowels on one half of the whiteboard and consonants on the other half. Hint: I and Y can go in both columns, since each of them makes one consonant sound and three vowel sounds!

Show d.

Can you sing /d/? *no*

What is blocking the sound? *my tongue*

So can this be a vowel? *no*

/d/ is a consonant sound.

A consonant is a sound that is blocked by some part of your mouth, such as your tongue, lips, or teeth. Also you cannot sing a consonant sound.

Show y.

Can you sing the first sound /y/? *no*

Is /y/ a vowel or a consonant sound? *consonant*

Can you sing the second sound /i/ and is your mouth open? */i i i/, yes*

Is /i/ a vowel or a consonant sound? *vowel*

Can you sing the third sound /ī/ and is your mouth open? */ī ī ī/, yes*

Is /ī/ a vowel or a consonant sound? *vowel*

Can you sing the fourth sound /ē/ and is your mouth open? */ē ē ē/, yes*

Is /ē/ a vowel or a consonant sound? *vowel*

That is interesting! /y-ī-ē/ is both a vowel and a consonant.

Let's test a few more sounds and decide if they are consonants or vowels.

Vowels

a e o u y

Consonants

c d f g
j p qu y



Speech Tip

Some students will mistakenly add the sound /ǔ/ to the /d/ and say /dǔ/ rather than isolating the /d/ sound. They may claim to be able to sing /d/ when in reality they are singing /ǔ/. Help them to hear the difference by singing /ǔ/, then saying /d/ and comparing the two sounds.

Systematic Phonics - Short Vowels

Short Vowels

Have you noticed that all the vowels make more than one sound?

Each of the vowel sounds has a name. The first vowel sound is called the short sound. Let's read the vowels but read only the short sounds.

Basic Phonogram Flash Cards

a e i o u

Show the Phonogram Card a. /ă/

Show the Phonogram Card e. /ĕ/

Show the Phonogram Card i. /ĭ/

Show the Phonogram Card o. /ŏ/

Show the Phonogram Card u. /ŭ/

Now I will show you how to mark the short vowel sound. We write a curved line over it. This is called a breve. After I write it, read the short sound.

Write ä. /ă/

Write ě. /ĕ/

Write ĭ. /ĭ/

Write ŏ. /ŏ/

Write ŭ. /ŭ/

Let's read the short vowel sounds. While we read them, put your hands over your head in a curved shape like the marking for the short sound.

Point to the short vowels on the board as you read them aloud.

Teacher Tip

Students who are beginning *Foundations* with Level B will need to become familiar with the difference between long and short vowels. Use this lesson to introduce the concept.

Vocabulary

Breve means short. This root is also found in words such as: abbreviate (to shorten), abbreviation (a shortened form) and brevity (a short time).

Systematic Phonics - Long Vowels

Long Vowels

Which vowel sounds are short? *the first sound of each vowel*
How do we mark them? *put a curved line over them*

The second sound of each vowel is called the long sound.
Let's try to read the phonograms, but only say the second sound out loud.

Show the Phonogram Card a. /ā/

Show the Phonogram Card e. /ē/

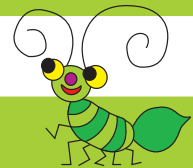
Show the Phonogram Card i. /ī/

Show the Phonogram Card o. /ō/

Show the Phonogram Card u. /ū/

Did you know you just read the names for each of these phonograms? All the single-letter phonograms also have a name. For the vowels, the name is the same as the long sound. Now I will show you how to

Teacher Tip



U has two long sounds, /ū/ and /ō/. These can be heard by comparing words such as *cute* and *flute*. When we compare the sounds made in these words, we discover that /ū/ and /ō/ are very similar. The only difference is that the initial sound /y/ is dropped for /ō/.

mark the long vowel sound. Write a straight line which is called a macron over it.

I will write the long vowels on the board. Read each sound.

Write ā. /ā/

Write ē. /ē/

Write ī. /ī/

Write ō. /ō/

Write ū. /ū/

Let's read the long vowel sounds. While we read them, hold your arms out in a straight line like the marking for the long sound.

Point to the long vowels on the board as you read them aloud.

Handwriting - Lowercase Letters

Write Lowercase Letters

Foundations A teaches how to write the lowercase letters. *Foundations B* teaches how to write the uppercase letters. Ideally students will be able to write all of the single-letter lowercase phonograms using large motor skill before beginning *Foundations B*.

Students who need review of how to write the lowercase letters can be taught how to form each letter using *Foundations A* or the *Rhythm of Handwriting Quick Reference and Tactile Cards* for either manuscript or cursive. Teachers may also opt to purchase the *Rhythm of Handwriting Student Book* to teach students to form the lowercase letters.

Reviewing lowercase handwriting is also an excellent way to review the sounds of the lowercase phonograms. Students should be able to hear the sound(s) and write the letter using large motor skill.

Students who have mastered these skills are ready to begin Lesson 41!

a

/ă-ā-ä/

mat table father

b

/b/

bat

C

/k-s/

cat cent

d

/d/

dad

e

/ě-ē/

tent be

f

/f/

foot

g

/g-j/

big gym

h

/h/

hat

i

/ ĭ-ī-ē-y /

it ivy stadium onion

j

/j/

job

k

/k/

kit



/l/

lap

m

/m/

me

n

/n/

nut

O

/**ō-ō-ö**/

on go do

p

/p/

pan

qu

/kw/ - /k/

queen

Q is always written with a U.

Canadian and British students should add the sound /k/ as in *cheque*.
For American students this is an advanced sound as in *critique*.

r

/r/

ran

S

/s-z/

sent as

t

/t/

tip

u

/ǔ-ū-ö-ü/

up pupil flute* put

*In many words the long /ū/ sound drops the /y/ and therefore sounds like /ö/.

v

/v/

van

w

/w/

wall

X

/ks-z/

fox xylophone

y

/y-ĭ-ī-ē/

yard gym by baby

z

/z/

zip

Phonogram Game Tiles

qu i t

Blue Bookface

Phonogram
Game Cards



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a

a



b

b



c

c



d

d



e

e



f

f



g

g



h

h



i

i



j

j



k

k



l

l



m

m



n

n



o

o



p

p



qu

qu



r

r



s

s



t

t



u

u



v

v



w

w



x

x



y

y



z

z



Green Cursive

Phonogram
Game Cards

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a

a

b

b

c

c

d

d

e

e

f

f

g

g

h

h

i

i



j

j



k

k



l

l



m

m



n

n



o

o



p

p



qu

qu



r

r



s

s



t

t



u

u



v

v



w

w



x

x



y

y



z

z



Blue Bookface

Phonogram
Game Cards



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a

a



b

b



c

c



d

d



e

e



f

f



g

g



h

h



i

i



j

j



k

k



l

l



m

m



n

n



o

o



p

p



qu

qu



r

r



s

s



t

t



u

u



v

v



w

w



x

x



y

y



z

z



Red Manuscript

Phonogram
Game Cards

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a

a



b

b



c

c



d

d



e

e



f

f



g

g



h

h



i

i



j

j



k

k



l

l



m

m



n

n



o

o



p

p



qu

qu



r

r



s

s



t

t



u

u



v

v



w

w



x

x



y

y



z

z



Blue Bookface

Phonogram
Game Cards



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a

a



b

b



c

c



d

d



e

e



f

f



g

g



h

h



i

i



j

j



k

k



l

l



m

m



n

n



o

o



p

p



qu

qu



r

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s

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u

u



v

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w

w



x

x



y

y



z

z

