

# LESSON 83

## Text

Reader 1: *Trains – A Blast of Fast*

## Skills

**SYSTEMATIC PHONICS:** Read the sound of the multi-letter phonogram **ear**. Decode words with the multi-letter phonogram **ear**. Decode compound words using phonograms and spelling rules previously taught.

**SPELLING ANALYSIS:** learn, through, small, bread, outside

**VOCABULARY:** Demonstrate an understanding of how the meaning changes when two words are combined to form a compound word.

**COMPREHENSION & FLUENCY:** Reread a text. Make inferences using picture clues. Use context to identify the meaning of an unknown vocabulary word. Recall facts.

**COMPOSITION, HANDWRITING, & GRAMMAR:** Copywork: Translate type into handwriting.

## Materials

**NEEDED:** LOE Whiteboard, Basic Phonogram Flash Cards **er**, **ir**, **ur**, **ear**, poster board, red marker, scissors, red and blue dry-erase markers, Reader 1: *Trains – A Blast of Fast*

**OPTIONAL:** Paper and markers or crayons, Phonogram Game Tiles, dictionary

## Systematic Phonics

### The Phonogram **ear**

Show the Phonogram Card **ear**.

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

How many letters are in this spelling of /er/? *three*

Write three-letter /er/ two times on your whiteboard.

Write the other ways we have learned to spell /er/. *ER, IR, UR*

Write *er, ir, ur, ear* on the board.

Whiteboard

Basic Phonogram Flash Cards **er**,

**ir**, **ur**, **ear**

Paper and markers

What is the same about each of these? *They all say /er/. They all have an R.*

With these phonograms can you hear the vowel clearly? *no*

Some people call these the Bossy R phonograms. The R is taking over and we cannot hear the vowel.

**On the board write, *Her bird hurt the search.***

To help us remember the sounds of /er/ we will use this sentence. Let's read it together. *Her bird hurt the search.*

**Discuss the possible meanings of the sentence together.**

Notice that this sentence uses each of the spellings of /er/.

We will call ER the /er/ of her, IR the /er/ of bird, UR the /er/ of hurt, and EAR the /er/ of search.

Show the Phonogram Card er.

What did we decide to call this phonogram? *the /er/ of her*

Show the Phonogram Card ur.

What did we decide to call this phonogram? *the /er/ of hurt*

Show the Phonogram Card ir.

What did we decide to call this phonogram? *the /er/ of bird*

Show the Phonogram Card ear.

What did we decide to call this phonogram? *the /er/ of search*

I will say a phonogram. Write it on your whiteboard.

/er/ the /er/ of bird

/er/ the /er/ of hurt

/er/ the /er/ of search

/er/ the /er/ of her

## /er/ Poster

Write *Her bird hurt the search* on the top of a poster.

We will begin to collect words that use each of these spellings of /er/.

As we find words that have a spelling of /er/, we will add them to this chart. We will then discover which spelling of /er/ is the most common.

<b>Her</b>	<b>bird</b> girl	<b>hurt</b>	<b>search</b>
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### Multi-Sensory Fun



Write the /er/ sentence on a piece of paper and ask the students to illustrate it.

Poster board

Red marker



### Teacher Tip

Save the /er/ Poster for use in future lessons. Each time the students encounter an /er/ word in their spelling words or reading, add it to the poster.

## Knitting Knights

Knitting Knights

Open Knitting Knights to the **ear** page and point to the phonogram **ear** on the page.

What does this say? /er/

Listen for this phonogram as I read the words.

Read the page to the students two times. Then look at the page with the students. Segment a word from the picture aloud. Ask the students to point to the correct picture.

## Phonogram Tic-Tac-Toe

83.1 Phonogram Tic-Tac-Toe – page 10-12

Two students should work together, or the teacher may work with the student. Decide who will play X's and who will play O's.

Choose a phonogram and read the sound(s) aloud. If you read it correctly, you 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 create their own phonogram Tic-Tac-Toe game.

# Vocabulary

## Compound Words

Scissors

83.2 Compound Words – page 13 & 15

Cut out the cards. Mix them up. Find the words that work together to form the compound word. Connect them to form two-car trains.

# 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.

Red and blue dry-erase markers  
/er/ Poster

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. learn	I like to learn about history.	lern	<u>learn</u>	Underline three-letter /er/. Use the /er/ of search. Add <i>learn</i> to the /er/ Poster.
2. through	We can go through the tunnel.	thrö	<u>through</u> <sup>3</sup>	Underline /th/. Underline /ö/ and put a 3 over it. /ö-ö-ö-ow-üf-öf/ said its third sound.
3. small	I see a small fish.	smäl	smäll	Put two dots over the /ä/. /ä-ä-ä/ said its third sound /ä/. We often double F, L, and S after a single vowel at the end of a base word. A often says /ä/ before an L.
4. bread	The fresh bread smells delicious.	bröd	<u>bread</u> <sup>2</sup>	Underline /ë/ and put a 2 over it. /ë-ë-ä/ said its second sound.
5. outside	The dog is outside.	owt sīd	<u>out</u> <u>sīd</u>	See script below. Underline /ow/. Put a line over the /ī/. Double underline the silent final E. The vowel said its long sound because of the E.

## outside

The next word is *outside*. The dog is outside. *outside*

How many syllables in *outside*? *two*

What two words combine to make *outside*? *out and side*

Let's sound out the first syllable *out*. /ow-t/

Use /ow-ö-ö-ü-ü/.

Sound out the second syllable *side*. /s-ī-d/

Silent final E.

Now write *outside* on your whiteboard. Write each syllable in a different color.

The student writes **outside** on his whiteboard.



### Teacher Tip

Logic of English® has added a fifth sound to **ou**. If your students have not learned all five sounds yet, take a moment to explain that the phonogram OU says /ow-ö-ö-ü-ü/.

Let's sound it out together.

As the students sound it out, write **outside** on the whiteboard.

What is the first syllable? *out /ow-t/*

What is the second syllable? *side /s-ī-d/ silent final E*

How will we mark the word *outside*? *Underline /ow/; Put a line over the /ī/; Double underline the silent final E. I said its long sound because of the E.*

## Comprehension & Fluency

### Reader 1: Trains

Take out your train book. Show me the front cover.

Show me the back cover.

Read the first page of Trains.

In the past, why do you think it was slow to cross the land? *People traveled by wagon or had to walk.*

Where on the page did you find that people traveled by wagon? *in the picture*

Do the words say anything about wagons? *no*

The words simply tell us that people traveled slowly. The words provide us information about what we are reading.

The pictures will often provide us with additional information. We should not use pictures to guess the words. But we should look at the pictures and see why the author chose each picture. Often we can learn more about the topic by studying the pictures.

Read page two.

How did people feel about trains when they were invented? *shocked*

What does shocked mean? *People were surprised they could go so fast.*

Imagine living in a time when the only way to travel was by foot or by horse. People and horses get tired and they cannot go very fast. Do trains get tired? *no*

Read page three.

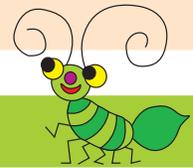
How else do people travel today? *cars and airplanes*

Can you think of other ways that people travel today? *boat, bicycle, motorcycle*

Read pages four and five.

What do trains travel on? *tracks*

Reader 1: Trains



### Teacher Tip

Reading research has clearly demonstrated the value of re-reading for developing fluency. Today you will ask the student to re-read the book to practice fluency, dig deeper into the meaning, explore vocabulary, and enjoy the pictures. Guided questions will help students to dig deeper in their comprehension of the text.

Read pages six and seven.

Where can trains travel? *way up high, up a hill, in the mountains, on flat land...*

On page six find the word *landscape*. What do you think *landscape* means? *different places where trains can travel*

Do you see the word *land* in *landscape*? *yes*

Underline the word *land*. A landscape refers to different types of land.

When you find a word that you are unsure what it means what can you do to help you? *Think about the meaning of the rest of the sentence. Look for other words within the word that I know. Look at the pictures.*

You could also look it up in a dictionary. Let's look up the word *landscape* and see what it means.

**Look up the *landscape* and read the definition.**

Read pages eight through ten.

What types of trains did you learn about on these pages? *trains with snowplows, trains with beds, and high-speed trains*

Look at the pictures on these pages. What can you learn from the pictures about snowplows, trains with beds, and high-speed trains? *answers vary*

### Challenge



Give students a lesson in how to use a dictionary. Practice looking up one word per day for the next week.

## Composition



### Copywork

#### 83.3 Handwriting – page 17

Read the sentence aloud.

Today you will copy the sentence on the lines below.

The sentence is written in a printed font like we see in books. Now that you know how to write all of the letters in cursive (manuscript), we will begin by reading the sentence in a book font, and then you will write it using your best cursive (manuscript). Remember sometimes the letters look a little bit different in cursive (manuscript) than in books.

Choose the line size you are most comfortable writing on. Copy it on the lines using your best handwriting. Be sure to start the sentence on the left edge of the page.

### Teacher Tip

In Foundations C some students will still need a handwriting model to follow to be successful at copywork. A Foundations C Copywork Supplement PDF is available for purchase in both manuscript and cursive at <https://store.logicofenglish.com>.

### Teacher Tip

If a student struggles with handwriting, have him try a different line size. Some students write more neatly on small lines; others find large lines easier.

- 1 The skill should be mastered
- 2 The skill is developing

# ASSESSMENT D

Area	Skill	Mastery
<b>Systematic Phonics</b>	Read the sounds of the multi-letter phonograms <b>kn</b> , <b>gn</b> .	1
	Read the sounds, in order of frequency, of the multi-letter phonograms <b>bu</b> , <b>gu</b> , <b>dge</b> , <b>ph</b> .	2
<b>Spelling</b>	Spell words by choosing the correct phonograms from a limited set of options.	2
<b>Comprehension &amp; Fluency</b>	Demonstrate understanding of a two-syllable word the student has independently decoded.	2
	Demonstrate understanding of a sentence the student has independently decoded.	2
<b>Fluency</b>	Read high-frequency words.	1
<b>Handwriting</b>	Copywork: Translate type into handwriting.	1

# Systematic Phonics

## Reading Phonograms

Ask the students to read each of the phonogram cards. (kn, gn, bu, gu, dge, ph)

Basic Phonogram Flash Cards **kn**,  
**gn**, **bu**, **gu**, **dge**, **ph**

## What's That Phonogram?

### D.1 What's That Phonogram? – page 120

On your page are groups of four phonograms. I will say a phonogram's sound(s). Color the correct phonogram with your highlighter.

1. /n/ two-letter /n/ used both at the beginning and the end of the word.
2. /b/ two-letter /b/
3. /g-gw/
4. /n/ two-letter /n/ used only at the beginning of the word.
5. /f/ two-letter /f/
6. /j/ three-letter /j/

Highlighter

Whiteboard



## Challenge

Dictate the phonogram and ask the student to write it on a whiteboard without a visual reference.

# Spelling

## Spelling

### D.2 Spelling – page 121

Cut out the phonogram tiles and place them on the table in front of the student so that every letter is oriented correctly.

I will say a word. Using the phonograms, drag them into place to spell the word.

farmer

buy

cold

Scissors

# Handwriting

## Copywork

D.3 Handwriting – page 123

Choose the line size that you prefer. Copy the sentence.

# Comprehension & Fluency

## Sentence Comprehension

D.4 Matching – page 124-125

Read the sentence. Match it to the correct picture.



### Teacher Tip

Listen to students read each sentence aloud. Note how the student reads the various types of words. Many students at this stage will still struggle with two-syllable words.

# Fluency

## High-Frequency Words

D.5 High-Frequency Words – page 126

Read each word aloud.

*Index cards*



### Multi-Sensory Fun

Write each word on an index card. Ask the student to read it, then run across the room and put it in a pile.

# Practice Ideas

## Handwriting

If the student continues to struggle with writing, review how to form each of the letters using either Foundations A and B or The Rhythm of Handwriting. Incorporate daily handwriting games as found in Foundations A and B to provide additional practice.

## Phonograms

- “Phonogram Collage” on page 77
- “Last One!” on page 83
- “Phonogram Bingo” on page 92
- “Sensory Box” on page 97
- “Phonogram Race - Individual” on page 108
- “Go Fish” on page 114
- “Phonogram Memory” on page 119
- “Phonogram Bowling” on page 128
- “Phonogram Slap - Individual” on page 133

## Long Vowels

- “I and O May Say /Ī/ and /Ō/” on page 72
- “Change the Initial Sound” on page 73
- “Change the Initial Sound” on page 76
- “Long Vowel Game” on page 77
- “A E O U” on page 109
- “Long Vowel Hunt” on page 115
- “Long Vowel Sort” on page 120
- “Long Vowel Board Game” on page 128

## Words with the Schwa Sound

Practice reading the words on the Lazy Vowel Chart each day for a month.

## Reading Comprehension

- “Read and Do” on page 75
- “On the Farm” on page 131

## High-Frequency Words

- “Reading Sort” on page 98
- “High-Frequency Word Game” on page 135

### Multi-Sensory Fun



Provide the student with a pointer to point to each word on the Lazy Vowel Chart as he reads it.

# LESSON 104

## Text

Workbook 104.3 – *What Are They?*

## Skills

**SYSTEMATIC PHONICS:** Read the sounds, in order of frequency, of the multi-letter phonogram **eigh**. Decode words with the multi-letter phonogram **eigh**. Decode words that follow the rule *G may soften to /j/ only when followed by E, I, or Y. Otherwise G says /g/*. Identify the reason G is saying /g/ or /j/ in a given word.

**SPELLING ANALYSIS:** eight, replace, gem, sound, gym

**COMPREHENSION & FLUENCY:** Identify keywords. Make inferences using textual clues. Perform outside research to deepen comprehension of a text. Pause for commas.

**COMPOSITION & GRAMMAR:** Write a list of keywords. Use commas in a series.  
Dictation: Translate thoughts into writing.

## Materials

**NEEDED:** LOE whiteboard, Basic Phonogram Flash Cards **eigh**, **c** and **g**, items to cover Bingo squares, toy cars, C words from 102.1, highlighter, scissors, glue, red and blue dry-erase marker, robot kit/books/movies, blindfold

**OPTIONAL:** Phonogram Game Tiles

## Systematic Phonics

### The Phonogram **eigh**

Show the Phonogram Card **eigh**.

This says /ā-ī/. What does it say? /ā-ī/

How many sounds is /ā-ī/? *two*

Write /ā-ī/ three times on your whiteboard.

Basic Phonogram Flash Card **eigh**  
Whiteboard

## Knitting Knights

Open Knitting Knights to the **eigh** page and point to the phonogram **eigh** on the page.

What does this say? /ā-ī/

Listen for this phonogram as I read the words.

Read the page to the students two times. Then look at the page with the students. Segment a word from the picture aloud. Ask the students to point to the correct picture.

Knitting Knights

## Phonogram Bingo

104.1 Phonogram Bingo – page 141-142

Using the Bingo game provided, call out sounds while the students cover them. Play until the board is covered.

Direct the students to read the phonograms back as they uncover each square on the board.

Crackers or other treats to cover the  
Bingo squares

## G Softens to /j/

Show the Phonogram Card **c**.

What does this say? /k-s/

What rule did we learn that tells us when C says /s/? C *always softens to /s/ when followed by E, I, or Y.*

Phonogram Cards **c** and **g**

Show the Phonogram Card **g**.

What does this say? /g-j/

I will write a word. See if you can read it as fast as I write it.

gate

great

gum

glad

What did the G say in each of these words? /g/

I will write three new words on the board. Try both the sounds /g/ and /j/.

gem

ginger

gym

What do you hear? **G is saying /j/ before an E, I or Y.**

What does this remind you of? **C always softens to /s/ when followed by E, I, or Y.**

Hmm. C ALWAYS softens to /s/ when followed by E, I, or Y.

Do you think G ALWAYS softens to /j/ before an E, I, or Y?

I will write two more words. Tell me what you discover.

get

gift

**No, G does not ALWAYS say /j/ when followed by E, I, or Y.**

## Multi-Sensory Fun

If the student struggles to read these words, ask him to highlight the letter that comes after each of the G's.



## Teacher Tip

G always says /g/ before an A, O, U, or consonant, or at the end of a word. G can only soften to /j/ if it is followed by E, I, or Y.



So this is our rule. G MAY soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/. Does G always soften when followed by E, I, or Y? **No**

Let's say the G rule together while we march around the room. *G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.*

Let's say the rule while you slither on the ground like snakes. *G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.*

Let's shout the rule. *G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.*

## C and G

### 104.2 G Softens to /j/ – page 143

Cut out the words. Set them up along the edge of a wall or in a crack in a table. Ask the student to choose a word, read it aloud, then zoom a car at it.

Scissors

Toy cars

C Words from 102.1

Whiteboard and markers

**Optional:** For a spelling challenge variation, choose 5-10 words from 104.2 and 102.1 and set up the game with the slips facing away from the student. Have the student zoom the car at a slip. Pick up the slip the car hits and read it aloud. The student writes it on a whiteboard. If it is spelled correctly, remove the slip; if not, put it back. Repeat. For a smaller spelling challenge, try the spelling variation after the reading variation; to provide a greater challenge for strong readers, go straight to the spelling variation.

# 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.

Red and blue dry-erase markers

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. eight	She is eight years old.	āt	<u>eight</u>	Underline /ā/.
2. replace	We will replace the flat tire.	rē plās	rē plā <sup>2</sup> <u>ce</u>	Put a line over the /ē/. A E O U usually say their long sounds at the end of a syllable. Put a line over the /ā/. /ă-ā-ä/ said its long sound. Put a 2 over the /s/. /k-s/ said its second sound. Double underline the silent final E. The vowel says its long sound because of the E. The C says /s/ because of the E.
3. gem	Her charm bracelet has a pink gem.	jēm	<sup>2</sup> gem	Put a 2 over the /j/. /g-j/ said its second sound. G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.
4. sound	He made a quacking sound.	sownd	<u>sound</u>	Underline /ow/.
5. gym	I like to play basketball in the gym.	jīm	<sup>2</sup> gym	Put a 2 over the /j/. /g-j/ said its second sound. G may soften to /j/ only when followed by E, I, or Y. Otherwise, G says /g/.

# Comprehension & Fluency

## Keywords

104.3 What Are They? – page 145-147

Read the description. Highlight the keywords that tell you what it is. Find the picture. Cut it out and glue it next to the description.

Highlighter  
Scissors  
Glue

## Learning More About Robots

Watch a video about robots. Watch a robot competition. Build a robot using a kit. There are many great educational kits for children ages 5+ about robots. Read other books about robots. Make a list of types of robots the kids have seen in movies or at home. Look for robots in the news. Play the following game:

**You are a Robot** - Set up a simple obstacle course. Blindfold one student, who will be the robot. Ask the other student to direct the robot through the course; he will be the computer. Ask the students what it was like to walk through the course without seeing. Discuss how sensors are used in robots to help the robot experience the world.

Items or activities about robots  
Blindfold

## Composition

### Writing Lists

The past few lessons we have been learning about robots. What are some of the jobs that robots can do?

Red dry-erase marker

Write the list on the board as the students name the jobs.

### Robots

test blood

clean floors

play games

We have made a list. Now I will write the list as a sentence.

Write the sentence on the board. Put the commas in red.

Robots can test blood, clean floors, and play games.

When we write a list in a sentence, we need to write a comma between each item in the list. It tells us to pause when we are reading.

Read the sentence without pausing.

“Robots can test blood clean floors and play games.”

We do not read it like this.

Read the sentence with pausing.

“Robots can test blood, clean floors, and play games.”

The pause helps us to understand the information better because it separates the items in a list. A comma does the same thing.

Now it is your turn to read the sentence. Be sure to pause with the commas.

## Dictation

104.4 Dictation – page 149

**Dictate the sentence for students to write in the workbook.**

I will read the sentence two times. Repeat it back to me, then write it on the paper. If you have a question about which phonogram to use, ask me and I will cue it.

This robot digs. This robot digs. *This robot digs.*

**The students write.**

Read the sentence back as I write it. Give me hints about how to write the sentence correctly. (*Start the sentence with a capital letter.*) *TH-ĭ-s r-ō-b-ō-t d-ĭ-g-z (use /s-z/) (end the sentence with a period).*

Supplement the students' suggestions by modeling correctly anything that the students have misspelled or left out as you write the sentence. Ask the students to correct their own sentence.

### Teacher Tip



To scale the activity if a student is struggling, say the sentence, then repeat one word at a time for the student to write. Rather than cuing every phonogram as in spelling analysis, provide support only when the student requests it.

# Miles and Jax F

## Master Planners



### Text

*Miles and Jax: Master Planners* – Miles and Jax Build a Treehouse

### Skills

**SPELLING & FLUENCY:** Practice words from previous lessons.

**COMPREHENSION & FLUENCY:** Locate and use the table of contents. Identify a chapter title. Make predictions. Test if a prediction was correct. Summarize a text. Relate the text to the reader's personal experience. Use the illustrations to further comprehension. Identify how a character feels. Recall facts. Identify the problem in a story. Identify how the problem was solved. Form and express an opinion. Provide supporting reasons from the text to support an opinion.

**COMPOSITION & GRAMMAR:** Capitalize the key words in a title. Design and label a treehouse.

### Materials

**NEEDED:** *Miles and Jax: Master Planners*, Phonogram Game Tiles, timer, paper, markers or crayons

## Spelling & Fluency

### Spelling Race - Individual

Choose five to ten spelling words from the lists below. Provide the student with a set of Phonogram Game Tiles. Set a timer for one minute. The teacher reads a word and the student spells it using the tiles. Then the teacher reads the next word. How many words can the student spell in one minute?

Phonogram Game Tiles

Timer

### Spelling Race - Classroom

Choose words from the spelling lists below. Provide each pair of students with a list of spelling words and a set of Phonogram Game Tiles. Set a timer for one minute. The first student reads a word and the other student spells it using the tiles. Then the first student reads the next word. At the end of a minute, the students switch roles. How many words can each student spell in one minute?

### Level 1: Words with One Option for Spelling

this 42

last 34

for 65

### Level 2: Words with Multiple Options for Spelling

put 67

bird 81

down 77

small 83

into 87

their 102

want 66

they 103

do 68

great 79

stuff 67

glass 71

you 75

some 110

first 85

other 97

our 100

what 73

water 102

below 100

we 44

need 91

pull 69

know 94

look 101

find 92

book 90

out 73

from 86

about 98

### Level 3: Words with Recently Taught Concepts

house 109

new 107

together 106

## Comprehension & Fluency

### Miles and Jax Build a Treehouse

Miles and Jax: Master Planners

Take out *Miles and Jax: Master Planners*.

Open to the page that says Contents. What page does the chapter called *Miles and Jax Build a Treehouse* begin on? *fifteen*

What do you think this chapter might be about? *Miles and Jax building a treehouse.*

What will they need to build a treehouse? *boards, nails, saws, tools...*

Turn to page 15. Which words start with an uppercase letter? *Miles, Jax, Build, Treehouse*

Which words start with lowercase? *and, a*

Why do some words in the title begin with uppercase and others begin with lowercase? *All of the words that start with an uppercase letter are key (important) words.*

What is Jax doing on this page? *He is riding on a zipline.*

Read pages 16 and 17.

Summarize this page. *Miles and Jax finish their treehouse.*

Do you have a treehouse? Or have you ever played in a treehouse? *answers vary*

If so, what does it look like? *answers vary*

Read pages 18 and 19.

What do you notice about the treehouse? *answers vary*

How do Miles and Jax feel about the treehouse? *They are happy. (excited)*

How do you know? *Miles says, "Yippee." Jax is running in circles.*

#### Teacher Tip

*Miles and Jax Build a Treehouse* is longer than most of the previous texts, and it includes some challenging vocabulary. If needed, split this reading over multiple days. Re-read the first half on the second day before continuing the story.

Read pages 20-21.

From the treehouse, what do they see? *They see trees, a bird's nest, and the top of their house.*

What does Jax think is missing? *a hammock*

What do you think will happen next? *They will add a hammock to their treehouse.*

Read pages 22-23.

Summarize what happens next. *Miles tries out the hammock and relaxes. Jax tries it out and spins. Jax then thinks of something else to add to the treehouse, a pulley system.*

Why does Jax want to add a pulley system? *It is a good way to get things up and down.*

What do you think will happen next? *They will install a pulley system.*

Read the next two pages.

What do they send up in the bucket? *First Jax goes up in it. Then they send a water bottle, a card game, a book about birds, a pair of sunglasses, and a granola bar.*

Read pages 26-27.

What problem does Jax think of now? *He wants to be able to get to the other tree without going down to the ground in case there is a mean dog.*

What does Jax think they need? *He thinks they need a zipline.*

What do you think will happen next? *They will add a zipline.*

Read the next two pages.

What do they do? *They add a zipline.*

Do you think they like it? *Yes.*

How do you know? *Their faces look happy in the pictures. They zip back and forth again and again.*

Do you see the dog? Does the dog look friendly or mean?

How do you know? *answers vary*

Read pages 30-31.

What does Jax think is missing now? *a bathroom*

Do they add a bathroom? *No, Miles tells him to go to the house.*

If you had to pick one word to describe this story, what would it be? *funny, silly, entertaining...*

Why? *answers vary*



### Teacher Tip

If students struggle when sounding out words that they may be reading for the first time, such as *something, pulley, system, install, or granola*, help them break the word into its syllables and try the different phonogram sounds.

If a student is overwhelmed by the new words in a story, pre-teach some of them through spelling analysis before the student reads the text. Thinking through how to spell a word makes it easier to read that word in the future.

## Composition

### Design and Label a Treehouse

If you were to build a treehouse, what would you put in it?  
*answers vary*

Draw a picture of a treehouse and label the features.

Paper  
Markers or crayons

# LESSON 120

## Text

Workbook 120.1 – *Matching*

## Skills

**SYSTEMATIC PHONICS:** Read the sound of the multi-letter phonogram **ci**. Decode words with the multi-letter phonogram **ci**.

**SPELLING ANALYSIS:** special, chicken, caution, never, country

**COMPREHENSION & FLUENCY:** Make inferences using textual clues. Identify keywords. Read high-frequency words.

**COMPOSITION:** Write a description.

## Materials

**NEEDED:** LOE Whiteboard, Basic Phonogram Flash Cards including **ci**, obstacles for obstacle course, red and blue dry-erase markers, Lazy Vowel Chart, /er/ Poster, highlighter, scissors, 4 dice, High-Frequency Words from previous lessons, bag, timer

**OPTIONAL:** Phonogram Game Tiles, paper and clipboard

## Systematic Phonics

### The Phonogram **ci**

Show the Phonogram Card **ci**.

This says /sh/. /sh/

Can you sing the sound /sh/? *no*

Is it a vowel or a consonant sound? *consonant*

Can we use this /sh/ at the end of the word? *no*

Why not? *English words do not end in I, U, V, or J.*

What other ways do we know to spell /sh/? *SH, TI, SI*

Write *ti* on the board next to *ci*.

Since the C is shorter than the T we will call this short /sh/.

Basic Phonogram Flash Card **ci**



### Teacher Tip

Students may mention CH, which also says /sh/. If they do not, that is fine, as this lesson focuses on the more common spellings, SH, CI, SI, and TI. CH says /sh/ in words derived from French.

Write short /sh/ three times on your whiteboard.  
Which one is the neatest?

## Knitting Knights

Open Knitting Knights to the **ci** page and point to the phonogram **ci** on the page.

What does this say? /sh/

Listen for this phonogram as I read the words.

Read the page to the students two times. Then look at the page with the students. Segment a word from the picture aloud. Ask the students to point to the correct picture.

## Phonogram Obstacle Course - Individual

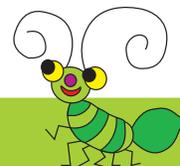
Set up nine stations around the room. At each station put a phonogram card and marker. Between each of the stations place an obstacle to run around, a table to crawl under, something to balance on, or something to climb over. Demonstrate to the students how to go through the obstacle course. Provide each student with a whiteboard or a clipboard with paper. When they see a phonogram, they need to stop, read it, write it on the whiteboard while saying the short directions aloud, and show it to you. When you nod “yes,” they can go on to the next obstacle.

## Obstacle Course - Classroom

Assign a student referee to each phonogram station. The referee needs to make sure the phonogram is read and written correctly. When one student finishes the course, he then moves into the position of referee for the first station and all the referees move forward one station. This will free one referee to move into the line to complete the obstacle course.

Knitting Knights

Whiteboard and marker  
or blank paper and clipboard  
Basic Phonogram Flash Cards  
Obstacles for obstacle course



### Teacher Tip

Students who act as referees gain a lot of repeated exposure to the phonogram at their station. This is a great way to help students who are struggling with a phonogram to gain additional practice and confidence.

# 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.

Red and blue dry-erase markers  
Lazy Vowel Chart  
/er/ Poster

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. special	Sam is my special guest.	spě shăl	spe <u>cial</u>	See script below. Underline /sh/. Use short /sh/. Add to the Lazy Vowel Chart.
2. chicken	The chicken sandwiches were delicious.	chĭk ěn	<u>chick</u> en	Underline /ch/. Underline /k/. Use two-letter /k/ used only after a single, short vowel. Add to the Lazy Vowel Chart.
3. caution	The caution light was blinking.	kă shŏn	cau <u>tion</u>	Underline two-letter /ă/ that may not be used at the end of English words. Underline /sh/. Use tall /sh/. Add to the Lazy Vowel Chart.
4. never	Never play with fire.	nĕv er	nev <u>er</u>	Underline /er/. Use the /er/ of her. Add to the /er/ Poster.
5. country	My country has many rivers.	kŭn trĕ	<u>coun</u> <sup>4</sup> <u>tr</u> <sup>4</sup> y	C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline /ŭ/ and put a 4 over it. /ow-ō-ö-ŭ-ü/ said its fourth sound. Put a 4 over the /ĕ/. /y-ĭ-ī-ē/ said its fourth sound. Y says /ĕ/ only at the end of a multi-syllable word.

## special

The first word is *special*. Sam is my special guest. *special*

Place your hand under your chin and say *special*. How many syllables in *special*? *two*

Now hum *special*. /hm-hm/

How many syllables? *two*

Do you hear a lazy vowel sound? *yes*

I will say the word and pronounce the vowel clearly. /spě-shăl/

Sound out the first syllable /spě/. /s-p-ě/

Sound out the second syllable /shăl/. /sh-ă-l/

Use short /sh/.

Write *special* with each syllable in a different color.

The student writes **spe**cial on her whiteboard.

It is now my turn to write *special*. Drive my marker by sounding it out.

The teacher writes **spe**cial on the board.

/s-p-ě-sh-ă-l/

What do we need to mark? *Underline /sh/.*

Let's read it together. /s-p-ě-sh-ă-l/ *spe*cial

There is something special about the word special. Can you find it? *The E says /ě/ at the end of the syllable. This does not happen very often. It is an exception.*

How do we usually say this word? *spe*cial

Let's add it to our Lazy Vowel Chart.

## Comprehension & Fluency

### Reading

Highlighter

120.1 Matching – page 233

Read the description of the boat. Match it to the correct picture. Highlight the keywords in each sentence that helped you to match it correctly.

## Composition



### Rickshaws

120.2 Rickshaws – page 234

In the last few lessons we have learned a lot about rickshaws. Though rickshaws are very common in some places in the world, they are quite rare in the United States. This means that many people do not know what a rickshaw is.

Draw a picture of a rickshaw. Then in your own words describe what a rickshaw looks like and what it is used for.

#### Teacher Tip

Some students may choose to write complete sentences, while others may write only phrases. Though you may choose to inform them about the need to capitalize the first letter in the sentence and use an end mark, be careful to not rob them of the creativity of writing.

# Fluency

## High-Frequency Word Race

120.3 High-Frequency Words – page 235

Cut out the words. Divide the high-frequency word cards between four locations in the room. Place one die at each location.

I will set a timer for 2 minutes. When I say, “go,” run to the first spot, roll the die, then select that many cards. Read each card aloud. If you read it correctly the first time you get to put it in your bag. If you do not read it correctly, put it back in the pile. Then run to the next station, roll the die, and read that many cards. Continue until the timer beeps. Then we will count how many words you have read.

Scissors

4 dice

High-Frequency Words from previous lessons

Bag

Timer

### Challenge



As a challenge activity for strong readers, choose 5-10 words from 120.3, previous lessons, or recent spelling analysis lists for the student to try spelling.

Keep all the cards yourself and put a whiteboard or sheet of paper at each station. The student rolls the die and runs to the first station. You read the number of words that is on the die, one at a time, for the student to write. Discard the word cards into two piles, “spelled correctly” and “spelled incorrectly.” Continue the game as written.