

LESSON 141

Objectives

READING: *Henry and Mudge: The First Book* by Cynthia Rylant

SPELLING RULE: Advanced phonograms **gh** and **aigh**. Review plurals.

GRAMMAR: A sentence needs a subject and a verb.

SPELLING: floppy, ghost, sorry, straight, told, curly, lemon, chocolate

COMPREHENSION: Identify the reasons Henry wanted a dog. Discuss whether Mudge solved the problem. Discuss connections to the student's life.

WRITING: Create a mind map to describe Mudge.

Materials

NEEDED: Highlighter, Basic Phonogram Flash Cards, Bingo tokens, Spelling Rule Card 21, scissors, 3 colors of markers or pencils, Lazy Vowel Chart, *Henry and Mudge: The First Book* by Cynthia Rylant, large piece of paper for mind map, white crayons, watercolor paints, paint brush, white paper

OPTIONAL: Advanced Phonogram Flash Cards **gh** and **aigh**, Grammar Card 9, books or videos about pets

Advanced Phonogram

The Phonograms **gh** and **aigh**

Today we have two new phonograms. They are advanced phonograms. Advanced phonograms are not used in as many words as the basic phonograms.

141.1 Advanced Phonograms – page 129

Sometimes when you are reading, you will find a word that has a phonogram you do not recognize. Today, rather than me telling you what these phonograms say, you have sentences in your workbook that include these phonograms.

Read the sentence. Highlight the new phonogram and then tell me what it says. Afterwards we will talk

Advanced Phonogram Flash Cards **gh**
and **aigh**
Highlighter



Teacher Tip

GH is also in *ghastly*, *Afghan*, and *ghoul*.
AIGH is only in derivatives of *straight*.

about the strategies you used to figure out the word and the phonogram.

What new phonogram did you find in the first sentence? /g/

Write the advanced phonogram **gh** on the whiteboard or show the flash card.

What does this say? /g/

What are some strategies you used to figure it out? *Look at the phonogram and see if it is related to another phonogram. GH has a G in it and they both say /g/. Use the context to look for clues about the word. There is a picture of a ghost.*

What new phonogram did you find in the second sentence? /ā/

Write the advanced phonogram **igh** on the whiteboard or show the flash card.

What does this say? /ā/

What are some strategies you used to figure it out? *Look at the phonogram and see if it is related to another phonogram. AI also says /ā/. GH is a silent part of other phonograms such as IGH, AUGH. Use the context to guess the word. Use the picture to find clues.*

Phonogram Practice

Phonogram Bingo

141.2 Phonogram Bingo – pages 130-131

Shuffle the Basic Phonogram Flash Cards. Read the sound(s) of a phonogram. The student covers the correct phonogram on his board. When he has four in a row, he calls out, “Bingo.”

Basic Phonogram Flash Cards

Bingo tokens

(Small snacks such as goldfish crackers or chocolate chips make great tokens.)

Spelling Rule

Review Plurals

Show Spelling Rule Card 21.

What does plural mean? *more than one*

How do we make a noun plural? *To make a noun plural, add the ending -S unless the word hisses or changes; then add -ES.*

Let’s sing the rule.

Which two suffixes do we add to nouns to make them plural? *-S and -ES*

Spelling Rule Card 21

Highlighter

Write **-s** and **-es** on the board.

I will say a word. If it is a noun, shout, “Noun!” Then tell me the plural form.

chair *noun chairs*

Should we add -S or -ES? -S

chairs

dress *noun dresses*

Will we add -S or -ES? ES

How do you know? *Dress has a hissing sound at the end. I can hear the /ĕ/.*

dresses

class *noun classes*

Will we add -S or -ES? ES

How do you know? *Class has a hissing sound at the end. I can hear the /ĕ/.*

classes

desk *noun desks*

Will we add -S or -ES? -S

desks



Teacher Tip

If you want to incorporate more spelling practice, choose a favorite spelling game (listed in the Index under “Spelling Activities and Games”) and select 10 to 20 spelling words from recent lessons. This should be a practice activity, not a test, so if a student needs a cue to remember which phonogram to use, provide a finger spelling cue or verbal hint, just as in Spelling Analysis.

141.3 Plurals – pages 132-133

Read the word. If the word hisses, highlight the phonogram making the hissing sound. Decide if you will add -S or -ES. Write the plural form.

Grammar

Introduction to Sentences

Write the phonogram **ir** on the board.

What does this say? /er/

Phonograms represent sounds.

Change it to **Girls**.

What does this say? *girls*

The sounds combine to make words.

Write **Girls skate**.

What does this say? *Girls skate*.

Words combine to make sentences. Sentences are how we communicate ideas. Sentences can be short or long. Sentences express complete thoughts.

Review the rule. *Optional: show Grammar Card 9.*

Scissors

Grammar Card 9

What are the five parts of a sentence? *A sentence must have a capital letter, subject, verb, complete thought, and end mark.*

Let's say the parts of a sentence as we march.

Say the parts again and I will write them on the board.

capital letter
subject
verb
complete thought
end mark

Let's look at our sentence, *Girls skate.*

Does it have a capital letter? *yes*

A subject is who or what the sentence is about. Often the subject is a noun. Do you see a noun in our sentence? *girls*

Who skates? *girls*

Is this sentence about girls? *yes*

Then the noun *girls* is the subject.

Do we have a verb? *yes, skate*

Is "Girls skate." a complete thought? *yes*

Do we have an end mark? *yes, a period*

141.4 Sentences – pages 135-136

Cut out the cards. Place the card "Subject" on the left side of the desk. Place the card "Verb" on the right side of the desk.

Put all the nouns face up on the left side of the desk, by "Subject." Place all the verbs face up on the right side under "Verb."

Now find a noun and a verb that work together to make a sentence. Place them next to each other. Read the sentence.

Does your sentence have a capital letter?

What is the subject?

What is the verb?

Is it a complete thought?

Point to the end mark.

Continue until the student has formed sentences using all the cards. Encourage students to make silly combinations and laugh together.



Teacher Tip

The concept of a sentence is quite abstract. Yet it is foundational to composition. Some students seem to intuitively understand the definition of a sentence. Others struggle for years. Without a clear understanding of the core definition of a sentence, many students will persist in writing sentence fragments and run-on sentences. The goal of the next ten lessons is to help students develop a clearer understanding of what makes a sentence through activities that support them in creating complete sentences, learning to identify the subject and the verb, and identifying fragments.

Teacher Tip

Save the cards from 141.4 to use with Lesson 142.

Spelling



Spelling Analysis

Spelling List 141 – page 137

Teach the words using the steps for Spelling Analysis.

Teacher Tip

Choose ten words from lists 141-145 that will be assigned for a spelling test at the end of the unit.

Word	Sentence	Say to Spell	Markings	Spelling Hints
1. floppy	The black lab has floppy ears.	flop pē	flop py ⁴	Put a 4 over the /ē/. /y-ī-ē/ said its fourth sound. 7 Y says /ē/ only at the end of a multi-syllable word.
2. ghost	Rubis thought he saw a ghost last night.	gōst	ghōst	Underline the advanced phonogram /g/. Put a line over the /ō/. 8 I and O may say /ī/ and /ō/ when followed by two consonants.
3. sorry	I am sorry.	sōr rē	sor ry ⁴	Put a 4 over the /ē/. /y-ī-ē/ said its fourth sound. 7 Y says /ē/ only at the end of a multi-syllable word. *See tip below.
4. straight	Draw a straight line.	strāt	straight	Underline the /ā/. 28 Phonograms ending in GH are used only at the end of a base word or before the letter T.
5. told	Have you told me your name?	tōld	tōld	Put a line over the /ō/. 8 I and O may say /ī/ and /ō/ when followed by two consonants.
6. curly	Caleb has curly hair.	ker lē	cur ly ⁴	1 C always softens to /s/ when followed by E, I, or Y. Otherwise, C says /k/. Underline the /er/. Put a 4 over the /ē/. /y-ī-ē/ said its fourth sound. 7 Y says /ē/ only at the end of a multi-syllable word.
7. lemon	This lemon is sour!	lēm ōn	lem on	31.1 Schwa in an unstressed syllable.
8. chocolate	There is chocolate in the cupboard.	chōk ō lāt	choc ō lāte	Underline the /ch/. Put a line over the /ō/. 4 A E O U usually say their long sounds at the end of the syllable. Put a line over the /ā/. 31.1 Schwa in an unstressed syllable. Double underline the silent final E. 12.1 The vowel says its long sound because of the E.

***Tip:** Some dialects pronounce *sorry* with a short O followed by an R: s-ō-r-r-y. Others pronounce it with an OR phonogram: s-or-r-y. Both can be correct. If you hear /or/ in *sorry*, go ahead and mark the or.

Reading

Henry and Mudge

What is the title of today's book? *Henry and Mudge: The First Book*

What do you know about the story by simply looking at the title and the cover? *Henry and Mudge are a boy and a dog.*

There will be a second book. The author is Cynthia Rylant. The book is illustrated by Suçie Stevenson.

Turn to the contents page. How many chapters are in this book? *seven*

Read the title of each chapter. *Henry, Mudge, Henry, Mudge, Mudge, Henry, Henry and Mudge*

What do you notice? *The chapters all have the same titles, except the last one is Henry and Mudge.*

Today we will read the first three chapters. What are the titles of these chapters? *Henry, Mudge, Henry*

Read chapter 1, "Henry."

Who are the characters in chapter 1? *Henry and his parents*

What is the problem in chapter 1? *Henry is lonely.*

What were some of the solutions that Henry suggested? *He wanted a brother or a sister. He wanted to move. He wanted to have a dog.*

Which solution did Henry's parents agree to? *His parents agreed that Henry could get a dog.*

Read chapter 2, "Mudge."

Describe Mudge. *floppy ears, straight fur, not short, 180 pounds, three feet tall, drooling*

Read chapter 3.

What problem did Mudge solve for Henry? *Henry used to worry when walking to school. After he got Mudge, Henry didn't worry anymore. Instead he felt happy on his walks to school.*

Do you have a pet?

How has your pet changed your life?

If you do not have a pet, would you like to have one? Why or why not?

Henry and Mudge: The First Book
by Cynthia Rylant



Teacher Tip

Learn more about Cynthia Rylant.

Writing

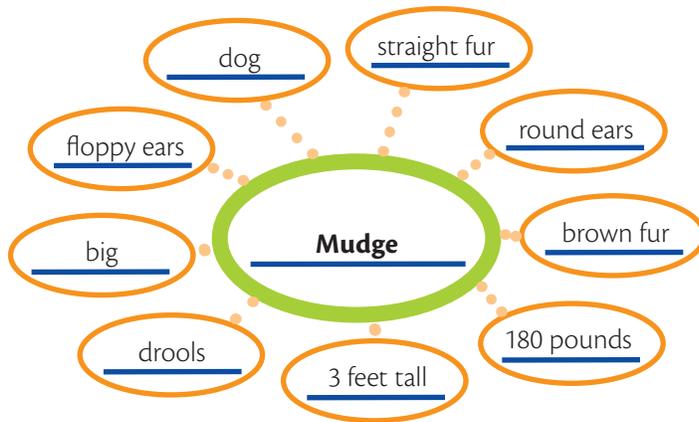
Mudge

141.5 Mudge – page 138

As the students create a mind map in their workbooks, model the process on a large piece of paper.

Large piece of paper
Books and videos about pets

Today we will use a new way to brainstorm about how to describe Mudge. We will use a mind map to organize our ideas.



Since we want to think of ways to describe Mudge, we will write Mudge in the center of the mind map.

Draw a circle and write “Mudge” in it.

Looking at the book, what are some of the words that the author uses to describe Mudge? *big, floppy ears, straight fur, dog, drools, three feet tall, one hundred eighty pounds, round ears*

What do we learn about Mudge by looking at the pictures? *brown fur*

Draw lines stemming off of Mudge and write the words that describe Mudge.

Looking at the mind map, I will now make up a description of Mudge. Mudge is a big dog with floppy ears. He has straight, brown fur. He drools.

Did I use all the ideas? *no*

Now it is your turn. Use the mind map to describe Mudge.



Challenge

Ask the students to write a description of Mudge using the mind map.



Multi-Sensory Fun

Visit a pet store to learn about different types of pets. Read books about a variety of pets. Watch videos about a variety of pets.

Challenge

Create a mind map of “My Perfect Pet.” Use the mind map to write about the student’s perfect pet.

Spelling Activity

Magic Spelling

Direct the student to write the spelling words using a white crayon on white paper. To check his work, the student can paint over the word with watercolor paints. The teacher may choose to let the student use the spelling list or give a traditional spelling quiz.

White paper
White crayons
Watercolor paints
Paint brush

LESSON 141

Name _____

141.1 Advanced Phonograms

Read the text. Highlight the new phonograms. What do they say?



Jack had a bad dream. He woke up afraid he saw a ghost.



We drove on a long, straight road.

141.2 Phonogram Bingo

Name _____

Play Phonogram Bingo.

ti	ew	aw	augh
ei	si	ui	ey
eigh	ough	ed	ie
ph	cei	dge	oe

141.2 Phonogram Bingo

Name _____

Play Phonogram Bingo.

ed	eigh	ui	dge
ph	augh	ough	ew
ie	ey	ti	aw
si	cei	ei	oe

141.3 Plurals

Name _____

Read the word. If the word hisses, highlight the phonogram making the hissing sound. Decide if you will add -S or -ES. Write the plural form.



crutch + _____





dress + _____





umbrella + _____



141.3 Plurals

Name _____



watch + _____





tulip + _____





box + _____



141.4 Sentences

Name _____

Verb

Subject

Puppies

meow.

Boys

sleep.

Girls

oink.

Lions

tweet.

Kittens

sniff.

Piglets

bark.

Birds

sneeze.

Rabbits

roar.

141.4 Sentences

Subject

Verb

Sentences

Spelling List 141

Name _____

1.	_____

2.	_____

3.	_____

4.	_____

5.	_____

6.	_____

7.	_____

8.	_____

141.5 Mudge

Name _____

