Skills

**PHONEMIC AWARENESS:** Identify the final sound in a word.

**SYSTEMATIC PHONICS:** Blend two consonants in isolation. Read the sound of the single-letter phonogram \(r\).

**HANDWRITING:** Write lowercase \(r\).

**SPELLING ANALYSIS:** rat, jog, wig, rip, pat

**COMPREHENSION & FLUENCY:** Demonstrate understanding of a word the student has independently decoded.

Materials

**NEEDED:** LOE whiteboard; Basic Phonogram Flash Cards \(p, s, t, r\); Tactile Card \(\alpha\) or \(r\); Doodling Dragons; two sets of Phonogram Game Cards; Rotten Egg cards; cloth bag; timer; scissors; glue; Reader 1 (in the back of the student workbook)

**OPTIONAL:** wig; foods, books, and activities for “r” Day, Doodling Dragons ABC Songs, Snatch It! card; Phonogram Game Tiles; crayons; two or three sheets of paper

**Systematic Phonics**

**Blend Consonants**

Show the Basic Phonogram Flash Card \(s\).

What does this say? /s-/z/

For this activity we will only use the first sound /s/.

Show the Basic Phonogram Flash Card \(t\).

What does this say? /t/

Hold \(s\) and \(t\) in each hand so that the students see \(s\) on the left and \(t\) on the right. Motion for them to read the first sound /s/. Then motion for them to read /t/. Move the cards closer together. Ask them to read each sound closer together. Move them closer again and have the student read each sound. Repeat until the phonograms are next to each other and the students read /st/ blended together.
Show the Basic Phonogram Flash Card \( \text{s} \).

What does this say? /s-z/
For this activity we will only use the first sound /s/.

Show the Basic Phonogram Flash Card \( \text{p} \).

What does this say? /p/

Repeat the activity above until the student reads /sp/.

**The Phonogram \( \text{r} \)**

Show the Basic Phonogram Flash Card \( \text{r} \).

This says /r/. What does it say? /r/
Can you sing the sound /r/? no
What is blocking the sound? My tongue.
Is /r/ a vowel or a consonant? consonant

**Doodling Dragons**

Today we will read the /r/ page in *Doodling Dragons*.

Point to the phonogram \( \text{r} \) on the page.

What does this say? /r/

Ask students to run in place each time they hear the /r/ sound.

**Speech Tip**

Many young students are missing the /r/ sound in daily speech. This is one of the most difficult sounds for young students to produce. While demonstrating how to form this sound, draw a picture of the inside of the mouth, including the teeth, palate, ridge behind the teeth, and tongue. Tell the student to touch the tip of her tongue to the ridge just behind the top front teeth. Then pull the tongue back without touching the roof of the mouth. Say the sound using the voice box. If it does not sound strong enough, have the student pull the tongue further back. Be sure to isolate the sound /r/. Be careful to not say /er/ or /rǔ/. (For more ideas see *Eliciting Sounds* pages 91-95.)

**r Day**


**Sing!**

Optional: listen to the song “Reindeer Run – The sound of R” from the album *Doodling Dragons ABC Songs* by Logic of English® and sing along!
Phonemic Awareness

Identify the Final Sound

25.1 Identify the Phonogram at the End of a Word – page 77

Turn to page 77 in your workbook. We will practice listening for sounds at the end of words.

Say the name of the picture. Then look at the three phonograms below. Circle the phonogram that you hear at the end of the word.

dress bat pear ship egg lamp

Handwriting

Write Lowercase r

Let’s learn how to write /r/.

Demonstrate how to write /r/ using ච or ඖ.

Cursive Only: Show the Basic Phonogram Flash Card ච and the Tactile Card ච.

How is the way we write r different from how it appears in books? The top part is straight and not curved. There is a connector stroke to the bottom.

Write /r/ three times using your pointer finger on the Tactile Card.

Write /r/ three times on your whiteboard.
Which one sits on the baseline the best?
Which one has the best dip at the top?
Which one looks most like the Tactile Card?
Put a smiley face next to the best /r/. 
Write on Paper

25.2 Handwriting Practice – page 78

Write /r/ three times on your favorite line size.
Circle your favorite /r/.

Systematic Phonics

Rotten Egg

1) Place all the Phonogram Game Cards in the bag with the Rotten Egg cards. 2) Set the timer for an undisclosed time of 1-3 minutes. 3) Players take turns drawing a card and reading the phonogram aloud. 4) If a player reads the phonogram correctly, he keeps the card and passes the bag to the next player. 5) If he does not read the phonogram correctly, he must put the card back into the bag and pass the bag to the next person. 6) If a player draws the Rotten Egg card, he must put all his cards back into the bag and pass it to the next player. 7) Play ends when the timer beeps. The player holding the most cards wins.

Multi-Sensory Fun

Add a Snatch It! card to the bag. If a player draws the Snatch It! card, she may take the cards of any other player.

2 sets of Phonogram Game Cards
a, c, d, g, i, o, p, qu, r, s, t, u, w
2 Rotten Egg cards
Timer
Cloth bag
Snatch It! card
### Spelling Analysis

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
<th>Say-to-Spell</th>
<th>Markings</th>
<th>Spelling Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>rat</td>
<td>The cat chased the rat.</td>
<td>răt</td>
<td>rat</td>
<td>All first sounds.</td>
</tr>
<tr>
<td>jog</td>
<td>She went on a jog around the block.</td>
<td>jŏg</td>
<td>jog</td>
<td>All first sounds.</td>
</tr>
<tr>
<td>wig</td>
<td>The clown wore a red wig.</td>
<td>wĭg</td>
<td>wig</td>
<td>All first sounds.</td>
</tr>
<tr>
<td>rip</td>
<td>Rip the paper in half.</td>
<td>rĭp</td>
<td>rip</td>
<td>All first sounds.</td>
</tr>
<tr>
<td>pat</td>
<td>Pat the dog gently.</td>
<td>păt</td>
<td>pat</td>
<td>All first sounds.</td>
</tr>
</tbody>
</table>

### Comprehension & Fluency

**Reader 1: Pig!**

Reader 1 is located in the back of the student workbook. Tear out the pages of the book and fold in half. Tear out the pages with the illustrations for Reader 1 and set them aside.

Today you will read your first book.

Read each of the pages. Then decide if you want to illustrate the book on your own or if you want to cut out the pictures and match them to the words.

When you have finished illustrating the book, read the book to me again so that I can enjoy the illustrations.