Objectives

PHONOGRAMS: Learn \textit{ch}.

HANDWRITING: Learn uppercase \textit{B}.

PHONEMIC AWARENESS: Practice blending.

WORDS: chin, chick, no, bright, bath

Materials

NEEDED: LOE whiteboard, Phonogram Desk Chart, Phonogram Card \textit{ch}, Tactile Card \textit{B} or \textit{B}, Phonogram Game Cards, three bases and a home plate, scissors, markers or crayons

OPTIONAL: Highlighter, letter tiles

Handwriting

Writing Uppercase \textit{B}

49.1 Uppercase B

Compare and contrast the upper- and lower case /b/ in a bookface font and in the handwriting font.

Let’s learn how to write the uppercase /b/.

Demonstrate how to write uppercase /b/ using \textit{B} or \textit{B}.

Write uppercase /b/ three times on the tactile card or in the air, using your pointer finger.

Write uppercase /b/ three times on your whiteboard.
Which one sits on the baseline the best?
Which one looks most like the Tactile Card?
Put a smiley face next to the best /b/.

Writing on Paper

49.1 Uppercase B
Write uppercase /b/ three times on your favorite line size.

Phonemic Awareness

ABC Song
Let’s sing the ABC song as we point to each of the phonograms.

49.2 Blending
Cut along the green dotted lines to create flaps. Stop at the solid red line. Fold the page in half along the solid red line. Read the blend on the flap, then open the flap and read the word underneath.

41.1 Phonogram Desk Chart
or Phonogram Wall Chart

Scissors
Highlighter

Multi-Sensory Fun
Highlight the blend in the word.
Phonograms

The Phonogram  [ch]

Show the Phonogram Card [ch].
This says /ch-k-sh/.
What does it say? /ch-k-sh/
How many sound is that? three

Move your arms in a train motion as you say the sounds.
This phonogram reminds me of a train. Let’s march around the room saying /ch-k-sh/.
Write /ch-k-sh/ three times on your whiteboard.

Phonogram Practice

Phonogram Baseball
Choose the location for home plate and each of the three bases. The student “up to bat” stands on home plate with a whiteboard and dry erase marker. The teacher chooses a phonogram card and reads it to the batter. The batter writes the phonogram on her whiteboard. If it is spelled correctly, she advances to the next base. If it is not spelled correctly, she is “out” and must move back to the home plate. At each base, she is given another phonogram to spell. Each time she crosses home plate, she is awarded 1 point.

Phonogram Baseball for the Classroom
Choose the location for home plate and each of the three bases. Divide the class into two teams. The student “up to bat” stands on home plate with a whiteboard and dry erase marker. The "pitcher" chooses a phonogram card and reads it to the batter. The batter writes the phonogram on her whiteboard. If it is spelled correctly, she advances to the next base. If it is not spelled correctly, she is “out.” The next "batter" then moves into position with her whiteboard. The "pitcher" reads a new phonogram. The batter must write it on her whiteboard correctly to advance. Likewise each player on base must write it correctly to advance. Anyone who mis-spells the phonogram is "out." Each time a player crosses home plate, her team is awarded 1 point. Three outs and the team is out, and play advances to the next team.

Optional: Assign "basemen" to check the spelling at each base.
### Words

#### Spelling List
Dictate the words for the students to write on their whiteboards or with letter tiles.

<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>1. chin</td>
<td>I scraped my chin.</td>
<td>chǐn</td>
<td>chin</td>
<td>Underline /ch/.</td>
</tr>
<tr>
<td>2. chick</td>
<td>May I hold the baby chick?</td>
<td>chǐk</td>
<td>chick</td>
<td>Underline /ch/. Underline two-letter /k/. Used only after a single, short vowel.</td>
</tr>
<tr>
<td>3. no</td>
<td>No, that is not the answer.</td>
<td>nō</td>
<td>nō</td>
<td>Draw a line over the /ō/. A E O U usually say their long sounds at the end of a syllable.</td>
</tr>
<tr>
<td>4. bright</td>
<td>The light is very bright.</td>
<td>brīt</td>
<td>bright</td>
<td>Underline three-letter /ī/.</td>
</tr>
<tr>
<td>5. bath</td>
<td>It is time for your bath.</td>
<td>bāth</td>
<td>bath</td>
<td>Underline /th/.</td>
</tr>
</tbody>
</table>

### Reading

#### The Duck's Snack

49.3 The Duck's Snack

Read the story aloud. Then go back and read each sentence. Draw a picture in each box. Read the story to someone and share the illustrations you drew.