LESSON 41

Objectives

HANDWRITING: Learn uppercase S.
MULTI-LETTER PHONOGRAM: Learn sh.
PHONEMIC AWARENESS: Review short and long vowel sounds.
WORDS: fish, ship, flash, spot, drum

Materials

NEEDED: LOE whiteboard, Phonogram Card sh, Tactile Card S or S
OPTIONAL: Phonogram Wall Chart, ABC Song recording, foods, books and activities for "sh" Day, stamp and ink, letter tiles

Phonemic Awareness

Vowels

Write the vowels ā ē ī ŏ ū ā ė ŭ on the board in a random order and in a variety of colors.

As I write a vowel sound, read it aloud to me.

Now I will point to a phonogram. Read the sound. As you read it, stretch your arms into a long line if it is the long sound and curve your hands over your head if it is the short sound.

ABC Song

41.1 Phonogram Desk Chart

Show the students either 41.1 Phonogram Desk Chart or use the Phonogram Wall Chart.

What do you see on the chart? I see all the phonograms I have learned and some other letters next to them.

Each of the single-letter phonograms has two ways to write it. The ones we have learned already are called
the lowercase letters. The ones next to them are the uppercase letters, which we sometimes call the capital letters.

Point to a lowercase letter.
Why do you think we call this the lowercase? *It is smaller and sits lower on the lines.*

Point to an uppercase letter.
Why do you think this is called the uppercase? *It is bigger.*

Notice how all the uppercase letters touch the top line. It is as if they live in the upper story.

As I point to each phonogram, let's read the sounds it makes.

Point to Aa.
/ă-ă-ă/

Point to Bb.
/b/…

Each of the single letter phonograms also has a name. We will begin to learn the names by singing the ABC Song. As I sing the ABC Song, I will point to the phonograms. The song is about the phonogram names.

Sing the ABC Song, and repeat it a second time.

Teacher Tip
Laminate the Phonogram Desk Chart for durability and use throughout Foundations B.

Multi-Sensory Fun
Point to a phonogram. Ask the student to crouch down low if it is lowercase, and stretch up high if it is uppercase.

Handwriting

Teacher Tip
Some teachers may choose to teach the manuscript uppercase letters rather than the cursive to emerging writers. The cursive uppercase letters have more variation in shape, and sometimes are more complex to write.

The goal of teaching the uppercase letters is familiarity. We want students to master writing the lowercase letters and master how to read the uppercase letters. However, they do not need to master how to write the uppercase letters at this level. It is helpful to have a handwriting chart on the wall for reference when students are writing.

Writing Uppercase

41.2 Uppercase S
Look at the blue and green letters in your workbook. The first two show how upper- and lowercase /s-z/ will appear in
books. What do you notice? *The uppercase and lowercase /s-z/ look the same, but the uppercase is bigger.*

The next two are how we write /s-z/. What do you notice? *Cursive* – *The uppercase /s-z/ is bigger, and it has a loop on the top. It still has a scoop. The uppercase /s-z/ looks more like the cursive lowercase /s-z/ than like the one we see in books.* *Manuscript* – *The manuscript /s-z/ looks like the bookface version.*

Let's learn how to write the uppercase /s-z/.

Demonstrate how to write /s-z/ using the Tactile Card or S.

Start at the baseline. □ Loop up to the top line, □ down to the midline, □ scoop around past the baseline, □ glide across.

Practice writing the uppercase /s-z/ three times on the Tactile Card or in the air with your pointer finger.

Shout the directions as you write it on your whiteboard.

Whisper the directions as you write it on your whiteboard.

Sing the directions as you write it on your whiteboard.

Which one sits on the baseline the best?
Which one goes up and touches the top line the best?
Which one looks most like the Tactile Card?
Put a smiley face next to the best /s-z/.

**Writing on Paper**

41.2 Uppercase S

Write uppercase /s-z/ three times on your favorite line size.
Circle your favorite uppercase /s-z/.

Teacher Tip

Classroom teachers might not have a copy of the Tactile Cards for each student. In this case, demonstrate how to write the letter using the Tactile Card. Ask the students to repeat the steps on their whiteboards using the side with large lines and their pointer finger.
The Phonogram 

The Phonogram [sh]
Show the Phonogram Card [sh].
This says /sh/. What does it say? /sh/ 
How many letters are used to write /sh/? two
Write /sh/ three times on your whiteboard.

Phonogram Practice

Phonogram Tic-Tac-Toe

41.3 Tic-Tac-Toe

Decide who will play X’s and who will play O’s. One person chooses a phonogram and reads the sound(s) aloud. If he reads it correctly, he 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.

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>fish</td>
<td>We caught two fish.</td>
<td>fish</td>
<td>fish</td>
<td>Underline /sh/.</td>
</tr>
<tr>
<td>ship</td>
<td>The ship sailed across the ocean.</td>
<td>ship</td>
<td>ship</td>
<td>Underline /sh/.</td>
</tr>
<tr>
<td>flash</td>
<td>I saw a bright flash.</td>
<td>flash</td>
<td>flash</td>
<td>Underline /sh/.</td>
</tr>
<tr>
<td>spot</td>
<td>This shirt has a spot on it.</td>
<td>spôt</td>
<td>spot</td>
<td>All first sounds.</td>
</tr>
<tr>
<td>drum</td>
<td>The drum is very loud.</td>
<td>drûm</td>
<td>drum</td>
<td>All first sounds.</td>
</tr>
</tbody>
</table>
**fish**

The first word is fish. We caught two fish. fish

Now it is your turn to say, “fish,” then sound it out.

*fish* /f-i-sh/

Write *fish* on your whiteboard. As you write it, say each of the sounds aloud. /f-i-sh/

The student writes *fish* on his whiteboard.

It is now my turn to write *fish*. Drive my marker by sounding it out. /f-i-sh/

The student sounds out /f-i-sh/ while the teacher writes the word on the board.

When we have two letters working together to say one sound, we will underline the phonogram. Let's underline /sh/.

\[
\text{fish}
\]

Let's read it together. Point to each phonogram as you read it. Then blend the word together.

/ﬁ-sh/ fish

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**Reading Practice**

41.4 Matching

Match the words to the pictures.

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**Teacher Tip**

Teachers who desire to assign a spelling test should select ten words from the previous week’s lessons for students to practice. Then give a traditional spelling test at the end of the week.

If students struggle to read words with the SH phonogram, underline it in pencil and remind them the two letters are working together to say /sh/.

Consonant blends were taught in Foundations A. If the student continues to struggle with blends, help him to sound it out. There will be additional practice on blends in later lessons.
Objectives

**PHONOGRAMS:** Learn *th*.

**HANDWRITING:** Learn uppercase *T*.

**PHONEMIC AWARENESS:** Counting syllables.

**WORDS:** this, fit, that, drip, quiz

Materials

**NEEDED:** LOE whiteboard, Phonogram Cards A-Z, *th*, *sh*, Tactile Card *J* or *T*, Phonogram Desk Chart, buzzer, blocks, timer, scissors

**OPTIONAL:** Items for "th" Day, music, drum, mirror, letter tiles

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### The Phonogram th

#### The Phonogram *th*

Show the Phonogram Card *th*.

This says /th-TH/. What does it say? /th-TH/

How many letters are used to write /th-TH/? two

Say /th/ and /TH/. What is the same about how you say these sounds? *My mouth is in the same position. I put my tongue under my teeth and blow.*

Why do they sound different? *My voice box is on for /TH/ and off for /th/*.

Write /th-TH/ three times on your whiteboard.
Which one is the neatest? Put a smiley face by it.

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**Teacher Tip**

/th/ represents the unvoiced sound as found in thin, think, and thought. /TH/ represents the voiced sound as found in this, these, and that.

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**Speech Tip**

If a student is struggling to say the sound /th/, tell the student to begin by saying /s/. While saying /s/, slowly move the tongue forward until it is touching the bottom of the top teeth. To aid the student in saying /TH/, begin with /z/.
Phonogram Practice

Teacher Trouble

Have the student quiz the teacher on reading the phonograms. The teacher should make several "mistakes." When the teacher makes a mistake, the student can ring a buzzer.

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Handwriting

Writing Uppercase

In your workbook you will see an uppercase and lowercase /t/ as it is printed in books, and a handwritten uppercase and lowercase /t/. What do you notice about the first two? The uppercase /t/ is taller and the top sides bend down. The uppercase /t/ has a base that it is standing on. The uppercase /t/ is crossed at the top. The lowercase /t/ has a curve on the bottom and the cross is not at the top.

The last two are how we write /t/. What do you notice? Cursive – The uppercase /t/ is taller. It has a scoop at the bottom. The top line has a swerve. Manuscript – The uppercase /t/ is taller. The line is across the top. The lowercase /t/ has the line across the middle.

Let's learn how to write the uppercase /t/.

Demonstrate how to write /t/ using  or  .
Write uppercase /t/ three times on the Tactile Card or in the air with your pointer finger.

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

**Writing on Paper**

**42.1 Uppercase T**

Write uppercase /t/ three times on your favorite line size.
Circle your favorite uppercase /t/.

**42.2 Matching Phonograms**

Match the handwritten and bookface letters.
Phonemic Awareness

ABC Song
Sing the ABC song as we point to each of the phonograms.

Counting Syllables
What is a vowel? A vowel can be sung while the mouth is open.
What kind of sound is blocked? consonant

Show your hands opening and then coming together and clapping.
When you open your mouth to say a vowel and then close it in some way to say a consonant, it makes a beat.

Words have beats. The beats in words are called syllables. We can count the syllables in words by feeling how many times our mouths open to say the vowel sound.

Place your hand under you chin. I will say a word, and you say it back. Feel how many times your mouth opens when you say the word.

bookshelf  two syllables
baby  two syllables
man  one syllable
pinecone  two syllables
slide  one syllable
pen  one syllable

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Words

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

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>this</td>
<td><em>This is my new sweater.</em></td>
<td>THİısı</td>
<td>2 this</td>
</tr>
<tr>
<td>2.</td>
<td>fit</td>
<td><em>Do those pants fit?</em></td>
<td>fit</td>
<td>fit</td>
</tr>
<tr>
<td>3.</td>
<td>that</td>
<td><em>That pan is hot.</em></td>
<td>THāıc</td>
<td>2 that</td>
</tr>
<tr>
<td>4.</td>
<td>drip</td>
<td><em>Wipe up the drip of water.</em></td>
<td>drııp</td>
<td>drııp</td>
</tr>
<tr>
<td>5.</td>
<td>quiz</td>
<td><em>We will have a math quiz tomorrow.</em></td>
<td>kwıız</td>
<td>quiz</td>
</tr>
</tbody>
</table>

this

The first word is *this*. This is my new sweater. *this*
Place your hand under your chin and say, "this." How many syllables are in *this*? *this, one*
Let’s sound out *this*. /TH-ı-s/
Now write *this*.

The student writes *this* on her whiteboard.

It is now my turn to write *this*. Sound it out as I write it. /TH-ı-s/
Do you see two letters working together to say one sound? /TH/
Underline /TH/. Which sound of /th-TH/ is it? *second*
To remind us /th-TH/ is saying its second sound, we will write a 2 over it.
Let’s sound it out together /TH-ı-s/ *this*

that

The next word is *that*. That pan is hot. *that*
Place your hand under your chin and say, "that." How many syllables are in *that*? *that, one*
Let’s sound out *that*. /TH-ā-t/
Now write *that*.

The student writes *that* on her whiteboard.
It is now my turn to write *that*. Sound it out as I write it. /TH-ā-t/
Do you see two letters working together to say one sound? /TH/
Underline /TH/. Which sound of /th-TH/ is it? *second*
To remind us /th-TH/ is saying its second sound, we will write a 2 over it.
Let’s sound it out together. /TH-ā-t/ *that*

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**Reading**

**High Frequency Word Race**

42.3 Fluency Practice

Cut out the words. Put them in a pile face down. Set a timer for two minutes.

Draw a word. Read it aloud. For each word you read correctly place a block on the tower.

Repeat.

Challenge the student to try again and see if he can read more words in two minutes this time.

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**Classroom High Frequency Word Race**

42.3 Fluency Practice

Cut out the words. Put them in a pile face down. Ask the students to form a line. Assign one student to put the blocks on the tower. Set a timer for two minutes.

Ask the first student to draw a word, then read it aloud. When he reads it correctly have the student add a block to the tower. The next student reads the next word… How many words can the class read in two minutes?

Repeat.

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**Teacher Tip**

Save the high frequency word cards for use in later lessons. We suggest laminating only the high frequency word cards for repeated use.

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This activity also teaches graphing.
LESSON 43

Objectives

PHONEMIC AWARENESS: Learn about syllables.

SPELLING RULE: A E O U usually say their long sounds at the end of a syllable.

HANDWRITING: Learn uppercase F.

WORDS: he, she, go, so, drop

Materials

NEEDED: LOE whiteboard, Tactile Card J and F or E, Phonogram Desk Chart, bowl, pennies, Phonogram Cards, red and black dry-erase markers, letter tiles, Bingo game pieces

OPTIONAL: Sensory tray with shaving cream

Phonemic Awareness

Syllables

43.1 Syllables and Pictures

In the last lesson we learned about syllables. How do we count how many syllables are in a word? *Feel how many times our mouth opens to say a vowel.*

Today you have a set of pictures. Circle the pictures that have two syllables. Put an X on the pictures that have one syllable.

- cow
- flag
- pencil
- sun
- book
- baby
- basket
- flower

Teacher Tip

Syllables are a difficult concept for some students. If the child is struggling with it, do not be concerned. There will be a lot of practice in future lessons.

Multi-Sensory Fun

If the student struggles to hear and feel the syllables, say the word by saying the first syllable loudly and the second syllable softly.
ABC Song
Sing the ABC song as we point to each of the phonograms.

Phonogram Practice

Phonogram Arcade Race

Designate a "track." Drop 2-5 pennies into the bowl.

Explain that the student will have a phonogram race. She gets to race whenever the penny bowl is empty.

You will show her a phonogram. If she reads it correctly the first time, she may take out one penny. If she does not read it correctly, she must drop in one penny. When she empties the bowl of pennies, she may race around the track.

Classroom Arcade Race

Designate a "track." Divide the class into teams with 3-5 children on each team. Drop 2-5 pennies into a bowl for each team. Choose one child from each team to show the cards.

Line up the remaining students on each team. Explain that the students will have a phonogram race. They get to race whenever their penny bowl is empty.

Have the student show the first person in line a phonogram. If she reads it correctly the first time, she may take out one penny and move to the back of the line. If she does not read it correctly, she must drop in one penny and move to the back of the line. The next student then reads the next phonogram... The student who removes the last penny from the bowl races around the track. She then trades places with the student showing the cards to the group.
Spelling Rule

A, E, O, U Usually Say Their Long Sounds at the End of a Syllable

Using letter tiles, write the word **wet**.

Let's read this word together. /w-ë-t/ **wet**

What happens if I take off the last sound /t/?

Listen to me read this new word. /w-ë/ **we**

What did the vowel say? /ë/

Is the E saying its long or short vowel sound? **long**

What does it say like this? **wet**

Point to the E.

What sound does this say in **wet**? /ë/

Is /ë/ a long or a short sound? **short**

What does this say? **we**

This is interesting. Let's see if this happens with other words.

Using letter tiles write the word **met**.

Let's read this word together. /m-ë-t/ **met**

What happens if I take off the last sound /t/?

Listen to me read this new word. /m-ë/ **me**

What did the vowel say? /ë/

Is that a long or a short sound? **long**

What does it say like this? **met**

Point to the E.

What sound does this say in **met**? /ë/

Is /ë/ a long or a short sound? **short**

What does this say? **me**

This is interesting. Do you think other vowels do this?
Using letter tiles write the word got.

\[ \text{got} \]

Let’s read this word together. /g-ō-t/ got

What happens if I take off the last sound /t/?

\[ \text{go} \]

You try to read it. /g-ō/ go

What did the vowel say? /ō/

Is that a long or a short sound? long

\[ \text{got} \]

What does it say like this? got

Point to the O.

What sound does this say in got? /ō/

Is /ō/ a long or a short sound? short

\[ \text{go} \]

What does this say? go

Using letter tiles write the word not.

\[ \text{not} \]

Let’s read this word together. /n-ō-t/ not

What happens if I take off the last sound /t/?

\[ \text{nō} \]

You try to read it. /n-ō/ no

Describe what you hear happening in these words. When the vowel is at the end of the syllable/word it says its long sound.

The words today had a vowel saying its long sound at the end of the word, but this also happens at the end of the syllable in the middle of the word. I will write an example on the board. You do not need to know this yet, but I want you to see how it works.

Write open on the board. Write the O in red and the rest of the word in black.

This says open.

Let’s count the syllables by putting our hand under our chin. /o-pen/ two syllables

Do you hear the O saying its long sound at the end of a syllable? yes

This leads to our new spelling rule: A E O U usually say their long sounds at the end of a syllable.

Say it with me. A E O U usually say their long sounds at the

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Teacher Tip

Spelling Rule 4 states: A E O U usually say their NAMES at the end of a syllable. However it may be helpful to reinforce the concept of long and short vowel sounds by restating the rule as: A E O U usually say their LONG SOUNDS at the end of a syllable.

Teacher Tip

Syllables are a new concept to the students. Introduce the word "open" to demonstrate the concept of vowels at the end of the syllable in the middle of the word. The students do NOT need to master this concept until Foundations C.
end of a syllable.
Let’s march around the room as we say the rule. A E O U usually say their long sounds at the end of a syllable.
Let’s whisper the rule as we tiptoe around the room. A E O U usually say their long sounds at the end of a syllable.

**Handwriting**

**Writing Uppercase** [F]

43.2 Uppercase F

Compare and contrast the upper- and lowercase /f/ in a bookface font and in the handwriting font.

**Cursive Only: Show the Tactile Card** [F]

What does this say? /t/

Show the Tactile Card [F].

What does this say? /f/?

What do you notice is the same between uppercase /t/ and uppercase /f/? *They are shaped the same, but /f/ has a cross at the midline.*

Why do you think /f/ has a cross at the midline? *Because when we write it in books it has a cross on the midline.*

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

Demonstrate how to write /f/ using [F] or [F].

Copyright 2013 Pedia Learning, Inc. All Rights Reserved.
Write uppercase /f/ three times on the tactile card or in the air with your pointer finger.

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

Writing on Paper

43.2 Uppercase F

Write uppercase /f/ three times on your favorite line size.
## Words

### Spelling List

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

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<tbody>
<tr>
<td>1. he</td>
<td>He is at the store.</td>
<td>ĕhĕ</td>
<td>ĕhĕ</td>
<td>Draw a line over the /ĕ/. A E O U usually say their long sounds at the end of a syllable.</td>
</tr>
<tr>
<td>2. she</td>
<td>She is my friend.</td>
<td>ĕshĕ</td>
<td>ĕshĕ</td>
<td>Underline /sh/. Draw a line over the /ĕ/. A E O U usually say their long sounds at the end of a syllable.</td>
</tr>
<tr>
<td>3. go</td>
<td>He will go with us.</td>
<td>ĕgŏ</td>
<td>ĕgŏ</td>
<td>Draw a line over the /ŏ/. A E O U usually say their long sounds at the end of a syllable.</td>
</tr>
<tr>
<td>4. so</td>
<td>He has so much candy.</td>
<td>ĕsŏ</td>
<td>ĕsŏ</td>
<td>Draw a line over the /ŏ/. A E O U usually say their long sounds at the end of a syllable.</td>
</tr>
<tr>
<td>5. drop</td>
<td>Do not drop the glass.</td>
<td>drŏp</td>
<td>drop</td>
<td>All first sounds.</td>
</tr>
</tbody>
</table>

### he

The first word is he. He is at the store. *he*

Before we write it, segment the word aloud. /h-ĕ/

Now write *he* on your whiteboard. As you write it, say each of the sounds aloud. /h-ĕ/

The student writes *he* on her whiteboard.

It is now my turn to write *he*. Drive my marker by sounding it out. /h-ĕ/

The teacher writes the word on the board.

Why did the E say its long sound /ĕ/? *A E O U usually say their long sounds at the end of a syllable.*

Let’s read it together. /h-ĕ/ *he*
she
The second word is she. She is my friend. she
Before we write it, segment the word aloud. /sh-ē/
Write each of the sounds on your whiteboard as you hear them. As you write it, say each of the sounds aloud. /sh-ē/
The student writes she on her whiteboard.
It is now my turn to write she. Drive my marker by sounding it out. /sh-ē/
The teacher writes the word on the board.
Do you see two letters working together to say one sound? /sh/
Underline /sh/.
Why did the E say its long sound /ê/? A E O U usually say their long sounds at the end of a syllable.
Let's read it together. /sh-ē/ she

go
The third word is go. He will go with us. go
Before we write it, segment the word aloud. /g-ō/
Now write each of the sounds on your whiteboard as you hear them. As you write it, say each of the sounds aloud. /g-ō/
The student writes go on her whiteboard.
It is now my turn to write go. Drive my marker by sounding it out. /g-ō/
The student sounds out /g-ō/ while the teacher writes the word on the board.
Why did the O say its long sound /ō/? A E O U usually say their long sounds at the end of a syllable.
Let's read it together. /g-ō/ go

Reading

Word Bingo

Using the Bingo game provided in the workbook, call out words while the students cover them. Play until the board is covered. Ask the students to read the words as they uncover each square on the board.

Bingo game pieces such as pennies, raisins, or other small items