Lesson 1

<table>
<thead>
<tr>
<th>Phonograms:</th>
<th>A-Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Sounds:</td>
<td>Consonants and Vowels</td>
</tr>
<tr>
<td>Spelling Rules:</td>
<td>11, 21</td>
</tr>
<tr>
<td>Grammar:</td>
<td>Nouns, Plurals</td>
</tr>
</tbody>
</table>

**PART ONE**

*Materials Needed:* Phonogram Flash Cards A-Z, 1 deck of Phonogram Game Cards A-Z per student, Spelling Rule Card 11.

**Phonograms**

New Phonograms — *Review or learn all the sounds for A-Z.*

1. Drill A-Z with flash cards.
2. Show **qu** /kw/  
   *What do you notice about this phonogram?* It has two letters.  
   *Twenty-five of the phonograms have only one letter. There are forty-nine phonograms which have two or more letters. We will learn more about this phonogram later in the lesson.*
3. Play Dragon using Phonogram Game Cards A-Z. (The Phonogram and Spelling Game Book, p. 10)

4. *1.1 Phonogram Practice* – Dictate the phonograms to the students. The teacher should say the sound(s) while the students write the correct phonogram. For extra practice, have the students read back the sounds, while you write the correct answers on the board.

   1. y /i-/ı-/e/  
   2. a /a-ä-å/  
   3. h /h/  
   4. t /t/  
   5. z /z/  
   6. c /k-ç/  
   7. m /m/  
   8. o /o-ö-å/  
   9. u /u-û-oo-ü/  
   10. i /i-/ı-/y/  
   11. w /w/  
   12. x /x/  
   13. r /r/  
   14. f /f/  
   15. v /v/
Discovering the Consonants and Vowels

Show the students the A-Z Phonogram Flash Cards one by one. Direct the students to say the sound(s). Ask:

- Can you sing it?
- Is your mouth opened?
- Are your lips, tongue, or teeth blocking the sound? If so, how is it blocked?

For example:

\[ a \] /ă-ā-ä/  
Can you sing the first sound /ă/? yes  
Is your mouth opened? yes  
Then /ă/ is a vowel sound because you can sing it and your mouth is opened.

Can you sing the second sound /ā/? yes  
Is it a vowel or a consonant sound? vowel

Can you sing the third sound /ä/? yes  
Is it a vowel or a consonant sound? vowel

\[ b \] /b/  
Can you sing /b/? no  
What is blocking the sound? the lips  
Is it a consonant or a vowel? consonant

\[ y \] /ĭ-ĭ-ē/  
Can you sing the first sound /y/? no  
What is blocking the sound? the tongue  
Is it a vowel or a consonant sound? consonant

Can you sing the second sound /ĭ/? yes  
Is your mouth opened? yes  
Is it a vowel or a consonant sound? vowel

Can you sing the third sound /ē/? yes  
Is your mouth opened? yes  
Is it a vowel or a consonant sound? vowel

Can you sing the fourth sound /ē/? yes  
Is your mouth opened? yes
Spelling Dictation

Using Spelling List 1 on pages 6-7, dictate each word following the steps included on pages Intro 42 - Intro 46.

1. Read the word and use it in a sentence.
2. The teacher repeats the word, exaggerating the pronunciation for spelling.
3. The students repeat the word and count the number of syllables.
4. The students then sound out the word aloud, syllable by syllable.
5. If there is a sound that needs clarification, the teacher indicates which spelling is used.
6. ✎ Spelling List 1 – The students write the word in their workbooks while sounding it out. (The students should leave a space between each syllable.)
7. Guide the students in analyzing each word and marking them as shown under the column Markings.
   While marking the words, discuss the phonograms and rules used in each word. For more information see the column Spelling Hints.
   The final two columns, Part of Speech and Vocabulary Development, are for use in Part 3 and for the teacher’s own reference. Do NOT have students label the parts of speech or write derivatives at this time.

Tips for Spelling List 1

Words Ending in NK

Some students misspell words ending in the sound /nk/ such as pink. Rather than writing an NK these students will often use the phonogram /ng/ (pingk).

If you say the words aloud, it is easy to understand their confusion. To aid students with these words:

1. Affirm their thinking and that it makes sense to you.
2. Explain that when the /n/ and /k/ sounds blend together they make a bit of the nasal sound like the phonogram /ng/. Then explain there are not any words in English spelled NGK or NGC, or NGCK. These combinations of phonograms are not allowed in English. Rather, whenever they hear /n/ or /ng/ followed by the sound /k/ it will be spelled with an N.
3. Model sounding out the word, pronouncing each sound carefully. /th-ĭ-n-k/
4. Practice spelling other words that end in the sound /nk/. ink, blink, think, stink, rink, chink, sink, link, honk, bonk, bank, skunk, drank, chunk, plunk, hunk, s ank, spunk, thank, trunk, shrunk.
<table>
<thead>
<tr>
<th>Word</th>
<th>Practice Sentence</th>
<th>Say to Spell</th>
<th># of Syllables</th>
<th>Markings</th>
<th>Spelling Hints</th>
<th>Part of Speech</th>
<th>Vocabulary Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hat</td>
<td>The hat is on his head.</td>
<td>hät</td>
<td>1</td>
<td>hat</td>
<td>All first sounds.</td>
<td>N</td>
<td>hats</td>
</tr>
<tr>
<td>2. map</td>
<td>This is a map of our city.</td>
<td>măp</td>
<td>1</td>
<td>map</td>
<td>All first sounds.</td>
<td>N</td>
<td>maps, mapped, mapping, mappable</td>
</tr>
<tr>
<td>3. bag</td>
<td>The bag is full.</td>
<td>băg</td>
<td>1</td>
<td>bag</td>
<td>All first sounds.</td>
<td>N</td>
<td>bags, handbag, bagful, baggage, mailbag, schoolbag, windbag, workbag</td>
</tr>
<tr>
<td>4. bat</td>
<td>He hit the ball with the bat.</td>
<td>băt</td>
<td>1</td>
<td>bat</td>
<td>All first sounds.</td>
<td>N</td>
<td>bats, batting, batted, batter</td>
</tr>
<tr>
<td>5. bed</td>
<td>Her bed is soft.</td>
<td>bĕd</td>
<td>1</td>
<td>bed</td>
<td>All first sounds.</td>
<td>N</td>
<td>beds, bedding, daybed, flatbed, hotbed, featherbed, riverbed, roadbed, sickbed, bedsheets, bedside</td>
</tr>
<tr>
<td>6. hand</td>
<td>His hand is large.</td>
<td>hánd</td>
<td>1</td>
<td>hand</td>
<td>All first sounds.</td>
<td>N</td>
<td>hands, handed, handing, handful, handy, firsthand, backhand, forehand, handball, handle, cardboard, handshake, handspring</td>
</tr>
<tr>
<td>7. cat</td>
<td>The cat is sleeping.</td>
<td>căt</td>
<td>1</td>
<td>cat</td>
<td>All first sounds. 1 C softens to /s/ when followed by an E, I, or Y. Otherwise, C says /k/.</td>
<td>N</td>
<td>cats, bobcat, cattail, catfish, catnap</td>
</tr>
<tr>
<td>8. leg</td>
<td>My leg is tchy.</td>
<td>lĕg</td>
<td>1</td>
<td>leg</td>
<td>All first sounds.</td>
<td>N</td>
<td>legs, leggings, bootleg, leggy, legless, legroom, legwork</td>
</tr>
<tr>
<td>9. dog</td>
<td>The dog is barking.</td>
<td>dŏg</td>
<td>1</td>
<td>dog</td>
<td>All first sounds.</td>
<td>N</td>
<td>dogs, dogcatcher, dogleg, doggy, doghouse, dogfish, dogsled, hotdog, dogwood, firedog, watchdog</td>
</tr>
<tr>
<td>10. quilt</td>
<td>The warm quilt is on the bed.</td>
<td>kwĭlt</td>
<td>1</td>
<td>quilt</td>
<td>Underline the /kw/. 11 Q always needs a U; therefore U is not a vowel here.</td>
<td>N</td>
<td>quilts, quilting, quilted</td>
</tr>
<tr>
<td>11. soft</td>
<td>Give the baby the soft blanket.</td>
<td>sóft</td>
<td>1</td>
<td>soft</td>
<td>All first sounds.</td>
<td>Adj</td>
<td>softer, softest, softly, softball, soften, softener, softness, softly, sothearted</td>
</tr>
<tr>
<td>12. fast</td>
<td>The fast dog ran across the street.</td>
<td>făst</td>
<td>1</td>
<td>fast</td>
<td>All first sounds.</td>
<td>Adj</td>
<td>faster, fastest, breakfast, colorfast, fastball, fasting, fasted, steadfast, ultrafast</td>
</tr>
<tr>
<td>13. last</td>
<td>The last piece of candy is in the jar.</td>
<td>lást</td>
<td>1</td>
<td>last</td>
<td>All first sounds.</td>
<td>Adj</td>
<td>lastly, lasting, lasted, ultrafast</td>
</tr>
<tr>
<td>14. pink</td>
<td>The girl is wearing a pink dress.</td>
<td>pink</td>
<td>1</td>
<td>pink</td>
<td>All first sounds.</td>
<td>Adj</td>
<td>pinker, pinkest, pinkness, pinkish</td>
</tr>
<tr>
<td>15. bad</td>
<td>The bad sounds hurt my ears.</td>
<td>bäd</td>
<td>1</td>
<td>bad</td>
<td>All first sounds.</td>
<td>Adj</td>
<td>badly</td>
</tr>
</tbody>
</table>
**PART THREE**

*Materials Needed:* Grammar Card 1-1.2; Spelling Rule Card 21; red colored pencil.

**Grammar**

Nouns

1. **Recite the rule three times:**
   ```
   Grammar Card 1
   A noun is the name of a person, place, thing, or idea.
   ```

2. **Learn about nouns.**
   - *Most nouns are objects we can see and touch, people, or places.*
   - **What are some words for people?** teacher, student, mother, father, sister, firefighter…
   - **What are some words for places?** park, store, school, museum, New York, kitchen…
   - **What are some words for things?** desk, chair, paper, books, dog…
   - **What are some words for ideas?** love, peace, fear, months…

   - Spelling List 1 – Let’s read our spelling words from today. On your spelling list write a red N next to each word that is a noun.
   - hat, map, bag, bat, bed, hand, cat, leg, dog, and quilt.
   - *Are these nouns people, places, or things?* things

**Optional: Grammar and Spelling Practice**

1. Ask the students to read their spelling list. When they find a word that is a noun, draw a picture of it.
2. Show the students a picture dictionary. Ask the students to create a scene using all the words in the list. When the drawing is complete, direct them to label each of the words.

**Optional: Spelling Cards**

1. Dictate the words in Lesson 1 for the students to write on Spelling Cards.
2. Ask the students to identify which words are nouns and draw a red border around them.

**Plurals**

1. **Introduce plurals.**
   - *One way to identify if a word is a noun is to ask: “Can I count it?”*
   - For example, one hat, two hats, three hats; one map, two maps, three maps.

   - *Listen carefully. How does the noun change when we have more than one? We add a /s/ sound.*
   - hat hats map maps
   - Yes, we add /s/ to the end of nouns to make them plural.

   Read the definitions to the students.

   ```
   Grammar Card 1.1
   A singular noun refers to only one person, place, thing, or idea.
   ```

   ```
   Grammar Card 1.2
   A plural noun refers to more than one person, place, thing or idea.
   ```

2. **Read Spelling Rule Card 21 to the students.**

   Ask the students to recite it three times together. Say it with a silly voice, say it softly, say it loudly.

   ```
   Spelling Rule 21
   To make a noun plural, add the ending -S unless the word hisses or changes, then add -ES. Occasional nouns have no change or an irregular spelling.
   ```

3. **Making words plural by adding -S.**

   *Read your spelling words and then repeat each word as a plural.*
   - hat hats map maps

   As the students say the words, write the plurals on the board with the S in a different color.

4. Spelling List 1 – Write the plural form of each noun next to the spelling words in List 1.
Lesson 2

Phonograms: ck, ee, ng, th
Exploring Sounds: Short and Long Vowels
Spelling Rules: 26
Grammar: Adjectives

PART ONE
Materials Needed: Phonogram Flash Cards A-Z, ck, ee, ng, th; Spelling Rule Cards 26, 11, and 21; pennies to cover the Bingo Chart; 1 set of Phonogram Game Cards per student.

Phonograms
New Phonograms — ck, ee, ng, th
Using the Phonogram Flash Cards, introduce the new phonograms and their sounds.
Show ck /k/ two-letter /k/
What do you notice about this phonogram? C and K both say /k/ and they are also work together to say /k/.
Show ee /ē/ double /ē/ always says /ē/
Show ng /ng/
Show th /th-TH/
Say /th/ and /TH/. How are they the same? My mouth is in the same position. How are they different? /th/ is unvoiced and /TH/ is voiced. This is a voiced and unvoiced pair.

Review
1. 2.1 Writing the Phonograms – Ask the students to write each phonogram five times while saying the sounds aloud.

Optional: Plurals Practice
2. Practice writing the words in their plural form using oral dictation.

Dictation
1.5 Dictation – Read the phrase. Ask the students to repeat it aloud, then write it in their workbooks.
1. bad leg
2. last map
3. fast cat
4. pink bag
5. soft bed
6. last hat

Optional: Dictation
1. Ask the students to use the phrases to create an oral story.
2. Dictate the phrases while the students write them on blank paper. The students may then illustrate each phrase.

Composition
Read the phrases from your dictation aloud.
Notice the two words worked together. Now make up your own phrases aloud by combining the last five words in the list with the nouns.
1.6 Composition – Write six phrases in your workbook.