

Foundations for Literacy II

A-r says, “Arr!” Like a Pirate

Review the vowel sounds by singing the “Old MacDonald Had Some Vowels song,” and then just name the vowels and have your child make the sounds the letters represent. I bet they’ve got them by now. If not, continue reviewing. Then, ask “What happens to the vowel sound when there’s a magic e?” The kids should say, “Magic e tells short vowels to, ‘Say your name!’” Finally, ask what sound two o’s make when they’re side-by-side. Your students should say, “Two o’s say /ew/ (hands making two o’s by eyes, as if holding binoculars) or /oo/ -as in *look*- (hands making two o’s by hips, as if their arms and chest are bulging with muscles).



Read: How I Became a Pirate, Melinda Long

materials include: pirate eye patches, shark-shaped fruit gummies



As you read the book, you absolutely must use a pirate voice for Braid Beard. When you get to the page where the shark eats the soccer ball, give your readers shark shaped fruit snacks. Make note that the word *shark* has an a-r that says /ar/--like a pirate. Invite your students to eat the shark fruit snacks as you finish reading the rest of the book.

Say, “A-r says /ar/ (like a pirate)- and as we see in **shark!**” Make a *hook* with your pointer finger as you make the sound, /ar/, in your best pirate voice. Have the kids do the motion and say /ar/ with you.

a-r Board Game

materials include: a-r game boards, movers, dice, crayons (basic)

Use movers and dice to play the a-r board game. You will color in the correctly read words when you confirm that they’ve read them correctly. Then, the students won’t land on those words again. Play will continue until all the word spaces are colored in. The game can be played across a couple of days.

Note: There is an advanced a-r game board in the resources. Use this game board **in addition to** the basic one, not in place of it. We want to promote orthographic mapping for as many words as we’re able. If the basic game board is easy, that’s great. It’ll go quickly. But don’t skip it. Simply finish it and then move on to the more advanced words.

a-r Word Cards

materials include: a-r word cards

Introduce the word cards featuring a-r words. Turn the cards upside down in a heart shape. Place a mover on one of the cards. Your readers will roll the die, move the mover the given number of spaces, turn over the word they landed upon upright, and read the word, dragging a finger under each letter, moving it from left to right. If the word is correctly decoded, the card stays word-side up, and it is not to be landed upon again. Play until all words are right-side up.

Spot the a-r in longer words

materials include: spot the a-r word list, crayon

Students will highlight the a-r in the words listed. For small groups, have students work on different columns. They'll spot the a-r, highlight it by circling it with a crayon, and then decode the word as they make the sounds they see, moving from left to right across the word, using what they now know about how words work.

Spelling with a-r

materials include: a-r handwriting paper, sharpened pencil

Have your readers spell 5-7 words from your practice, using lined paper, and remind them to use proper letter formations. Continually remind your readers of the rule you're learning, together.

Magic e Beats a-r

materials include: Magic e beats a-r information sheet

When a word has an a-r and it's followed by a magic e, the magic e wins. This is unusual because magic e's typically make short vowels say their names. Magic e does not "beat" most phonics rules we know. For example, when we have a word like moose, the e cannot change the o-o sound /ew/. When we have a word like *more*, the sound for o-r remains /or/ not /m-Oh!-r/. The e cannot do magic. When we have a word like awesome, the e cannot make the a say its name. The a-w is saying /aw/ and an e cannot "beat" it. **BUT with a-r, Magic e wins.**

bar- bare
car- care
far- fare
mar- mare
par- pare
war- ware
star- stare

a-r-r explanation

materials include: a-r-r explanation page

Note with students that in many words with a-r-r (an a with two r's, not one), we don't hear the pirate sound. It sounds more like a short a and an r.

e.g., carry, marry, parrot, barrel, narrow

Contractions

Didn't, How Contractions Work Information Page

materials include: information page

Teach the students how contractions work. Note that when we can shorten words, we often do so because it helps us to communicate our ideas more quickly. Note that with **compound words** such as *birthday*, we put two words together to make a new, related word. We keep all letters in both words. With **contractions**, we put two words together, but we “squish out” some letters. To show we omitted some letters, we use an **apostrophe** /UP-postrophe/ (which goes UP above where the omitted letters would have been).

Contraction Board Game

materials include: contraction board game, movers, dice, crayons

Teach the students to use what they know about how words work. Some contractions will have open vowels before the apostrophe (e.g., he'll) while some contractions will have closed syllables before the apostrophe (e.g., that'll). Generally, when reading contractions, we make the sounds we see to make the words before the apostrophe and then add the sounds for the letters following the apostrophe. As the students play the game, identify with them, the words that were shortened to make the contraction. Note together that the word *contract* means to make smaller. Also, the word part *tract* means “to pull.” Discuss how this is the perfect name for a contraction.

Dictated Sentence and Decoding Sentence Practice Page

materials include: dictated sentence practice pages, pencils

Students will be challenged to write one sentence from the dictated sentence page for this lesson. You will read a sentence of your choosing, as many times as needed, as the students record that sentence— using capitals, spaces, and end marks. You'll also coach them to correctly use the phonics rules you've been teaching them.

TIP: With the dictated sentence page in front of your students, on their table or at their desks, have them flip the paper upside down and fold them on the dotted line so the handwriting lines show at the bottoms of their papers. When done this way, it'll be easy for your students to flip that fold back up to check their sentence writing with the one on the page. Their sentences will be right side up.

This self-checking promotes skilled reading and writing. Remember, this work is not to be graded. This is practice. We use no-stakes assessments, so our kids feel comfortable taking risks and trying out the skills they're learning.

Finally, your scholars will practice decoding words, featuring their new learning, as they decode the remaining sentences.