

Welcome to Foundations for Literacy III!

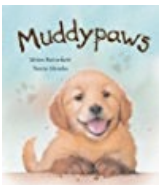
Following, you will find easy-to-follow directions along with clarifying images to guide you through each Foundations III lesson. Remember that the essential ingredient in these plans is the connection you make with your students. Look into their eyes. Smile. Share with them what it is they're doing well. Most important . . . have fun. Know that you are providing the foundation upon which your students' reading and spelling skills are being built.

Note: When a letter or word is written between two forward slanted lines, it indicates the *sounds* the letters represent are being used rather than *names* of those letters.

**Please be sure your pencils are kept in excellent condition. If we want sharp writers, we must have sharp pencil tips and erasers at the ready so students can adjust as they strive to encode words accurately.*

FFL 3.1

A-w says "Aw..."



Read: *Muddy Paws*, by Moira Butterfield

materials include: strawberry hard candies (treat)



Ask your students if they have a pet. Allow them to answer, and then say, "Aw. How sweet!" as may be appropriate. When everyone has had a turn, ask the students to imagine holding the cutest little puppy in their arms. Ask them to pretend they're hold the puppy close and petting the puppy gently while saying, "Aw!" like, "Aw. This puppy's so cute!"

Note with your students that the a-w in the title *Muddypaws* says /aw/ and do the petting motion together. Note that the sound for a-w, /aw/, is the same as the short o sound, so students will really need to notice the spellings for these words.

Give your kids a strawberry candy to enjoy as you read the story noting that the word strawberry, too, has an a-w that says /aw/. You may say, "Listen as I say the word *strawberry*. Can you guess what two letters are saying /aw/ in strawberry?"

As you read *Muddypaws*, ask your students to pet their imaginary puppies and say /Aw!/ every time you say the words "muddy pawprints." When reminding your students about the sounds we make for a-w, you, too, should do the petting motion.

Decoding Words with a-w

materials include: a-w word cards, tongue depressors, black permanent markers, crayons, mini poster with paw and a-w

After you've read the book, provide each student with a tongue depressor. Invite the students to make three straight, nearly vertical lines at the tops of their wooden sticks so it somewhat resembles a paw. Then, have your students make a small, lowercase a-w under the paw marks. Invite the students to use a crayon or two to add color this side of the stick (only) to make it look like a paw belonging to a puppy. The students will use this paw to place under the a-w's, as they spot them on their word cards. The paw will serve as a reminder of the sound they are to make when they see this letter combination.



When the students are finished making their paws, you will give them a stack of a-w word cards to decode along with the a-w paw mini poster. After decoding the words, the students will place them in a column (not a stack) under the a-w poster.

NOTE: Your students will not drag the paw stick across the word. They'll set it down with the tip of the paw under the a-w, and they'll use their fingers to slide from left to right under the words. They'll "Make the sounds they see, knowing what they now know about how words with a-w work."

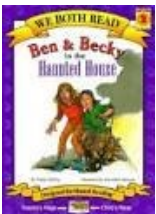
A-w Board Game

materials include: a-w game board, movers, dice, crayons

Provide each student with an a-w game board, a mover, and a die. Invite the students to roll their dice, move their movers the indicated number of spaces, and decode the words upon which they land. You must verify the accurate decoding of the word, and when you confirm words are decoded accurately, you will color in the word on the game board, or you can invite the students to color in the spaces on their own. Students are not permitted to color any spaces if you have not confirmed the word was read correctly. Play continues until you indicate the end of the session.

NOTE: Keep in mind that we want our students to be able to see the words, even those for they've colored in the space, so no dark colors or heavy coloring should be used. Seeing the words as we pass over them may help to promote orthographic mapping.

Review the sound for a-w, /aw/, and introduce the following book:



Read: Ben & Becky in the Haunted House by Cindy McKay

Share that the a-u in the word *Haunted* says /aw/--just like a-w. Say, "A-u **and** A-double u both say /aw/," and do the motion, pretending to hold and pet a puppy.

Decoding Words with a-u

materials include: a-u word cards, tongue depressors, black permanent markers, crayons, paw with a-u, g-h says “absolutely nothing” visual aid

Your readers will make three straight, nearly vertical lines at the tops of the *other* side of their same wooden tongue depressors so they, again, will somewhat resemble a paw. Then, have your students make a small a-u under their paw marks. Invite the students to add color this side of the stick as well. They will use this paw to place under the a-u’s as they decode the next set of word cards. The paw will serve as a reminder of the sound they are to make when seeing this letter combination.

Note, with your students that when the /aw/ sound comes at the ends of words, it’s usually a-w that’s used, not a-u. Make note, too, that a-u can be followed by a **g-h** that **says absolutely nothing**. (e.g., daughter, taught, caught, etc.) Use the visual aid to show some examples of words with a-u-g-h saying /aw/.

As you say, “G-h says absolutely nothing,” place one hand (thumb tucked in) on the opposite shoulder when you say, “Ab-,” and place the other hand (thumb tucked in) on its opposite shoulder when you say, “so-lute-ly,” crossing your arms to make an x over your chest. When you say, “nothing,” uncross your arms and sweep them out to their opposite sides, almost like an umpire saying, “Safe!” in a baseball game.

Students will decode lots of words with a-u (and a-u-g-h) saying /aw/. You will provide any needed support so the students will gain access to words with these spellings. This support could look like you doing the motion and making the sounds as you both make your way across a word. Remind the students, when they get to the paw under the a-u (or a-w), to do the motion to remind themselves of the correct sounds.

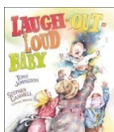
TIP: You keep your eyes on the words. Do not look at the student or s/he will tend to meet your eyes with theirs. We want our students to keep their eyes on the words they’re reading and spelling. You may have to say, “There are no hints on my face. Everything you need to know is right there within the word. Look at the word and make the sounds you see. You’ll know when it’s right. Be brave. You can do this. If you need help, I’ll help. But keep your eyes on the word. Begin with your finger on the first letter and make the sounds you know, moving across the word, from left to right, until you get to the final letter. See if you hear a word you know. Don’t look up to ask me for help. You’ve got this.”

If the looking to your face for support continues, you may need to invite the students to “put their blinders up.” To *put up their blinders* means that students use one hand to rest on their eyebrows (like they’re blocking the sun) to dissuade them from looking up. You can put your blinders up, too, so when the students look to you, they receive no inadvertent facial cues.

A-u Board Game

materials include: a-u board game, dice, movers, crayons

Present your students with an a-u board game. Invite them to roll their dice, move the indicated number of spaces on their boards, decode the words, and then verify them with you. You may color in the correctly decoded words, or you may permit your students to do so (if they can color the spaces quickly).



Read: *Laugh Out Loud Baby* by Tony Johnston

Read *Laugh Out Loud Baby*, by Tony Johnston. When we make the sounds we see in that first word, we might assume the a-u would say /aw/ and the g-h would say “absolutely nothing.” It’d say /law/. But that’s not right. *Law* is spelled with an a-w, and “*Law Out Loud Baby*” doesn’t make sense. Share with your students that the word is *laugh*, and the word *laugh* has an unexpected or irregular spelling.

Laugh Out Loud Baby includes lots of synonyms for laughter and even includes the word *guffaw* (with an a-w). You might want to make a list of “Other Words for Laugh.” We’ll always take advantage of opportunities like this to expand our students’ vocabularies. Be sure to highlight the word *guffaw* (a loud boisterous laugh) a few times across the next week.

Teaching the Irregularly Spelled Word: *laugh*

materials include: laugh tiny poster/book mark, laugh practice pages (1, two-sided page), pencils, Laffy Taffy

When a student reads the word *laugh* on his or her game board, stop play and remark, again, about the irregular spelling of the word *laugh*.

Have your students draw a simple image of a laughing face. It could even be an emoji. Invite them to post this mini poster somewhere they’ll see it often, as a reminder of the irregular spelling of *laugh*.

Next, invite the students to work together with you to complete the practice page where they will be reading sentences and inserting the word *laugh* as they make their way through the pages. Insist that your students make the sounds /l/-/a/-/f/ as they record the unexpected spelling. We’re promoting orthographic mapping when kids associate word sounds and spellings, even if the spellings are irregular.

Note that we’re introducing the word *onomatopoeia* in this practice. We’ll take every opportunity to expand our students’ knowledge with each phonics lesson. Kids love learning interesting things!

Note the U Haul image that’s included with these FFL resources. Share with your students that there’s a letter u (not a w) in the word *haul* as in U Haul and discuss the homophone word *hall*.

**Decoding Words with a-u AND a-w Saying /Aw!/
a-u**

materials include: a-w and a-u word cards (mixed up), puppy paw tongue depressors, a-w and a-u paw sorting headers

Say: A-u and a-w both say /Aw!/. (A-u and a-**DOUBLE** u both say “Aw!”) *A w can double as a u.

Mix up the a-u and a-w word cards into one pile or into one baggie. Have your readers decode each word, separating the words into a-u and a-w columns under the appropriate headers. It is through this work that your students will, one day soon, recall the standard spellings of each of these words. (Think: orthographic mapping)

Mixed a-u and a-w Game Board

materials include: board games, movers, dice, crayons (optional: Use inexpensive paw stampers to stamp correctly decoded words rather than simply coloring them in.)



Invite your students to play the mixed board game as we've played the previous games. We are providing plenty of practice to promote accurate reading and the standard spellings of words with the sound /aw/ spelled with a-u and a-w.

Spelling Words with a-u and a-w

materials include: a-u & a-w sort/handwriting papers and sharpened pencils, paws & pause information paper

Place BOTH a-u and a-w word cards in a pile or baggie, mixed up. Draw one word card at time, but do not show your students the word card. Say the word you've drawn. Ask the students to try to recall whether the called word contains an a-u or an a-w to represent the sound /aw/. They will simply place their hands holding their pencils in the column under the letter combination they *believe* will represent the sound in the word. The students will try to recall the decoding they've done so far to determine which letter pair, a-u or a-w, is used to match the spellings we would see in a book. When kids make predictions like this, it tunes their minds into the process and it serves as a no-stakes "quiz" and will help to promote accurate spelling whether they guess correctly or not. The engagement in this "guessing" and then looking to check to see if their guesses are correct or not accentuates the moment and promotes recall of the standard spelling. Remind your students that, whether the guess correctly or not, they're doing the work required to use standard spellings—which reinforces their decoding skills.

As students write the words in the correct columns, after you've confirmed by *showing* them the accurate spellings, remove the word card from their sight and require that the students make the sounds, stretching them out one-by-one, as they make their way across and are writing each word. We'll call this **sound spelling**. Again, our aim is accurate decoding and encoding, so we're promoting orthographic mapping.

Have the students spell at least 5-7 words from today's practice, Remind the students of all the rules we've been learning as they're spelling. Our goal is to equip our students to spell well, not to "test" them to show what they don't know, yet, by heart. Coach your students to success.

Note with students the words *pause* and *paws* and clarify the meanings of each. Be sure to identify them as homophones. Share that the word part *homo* means same. The word part *phone* means sound. Using the morphemes, we learn that *homophones* are words having the same sounds.

Is it short o, a-u, or a-w? That is the Question.

These lessons are fun and easy for most kids to grasp quickly. The tricky part, however, is knowing when to use a short o, when to use an a-w, and when to use an a-u, as these spellings all represent the same sound, /aw/. (Soon we'll learn that a-l and a-l-l can say /all/ (or /Al/), which can add to the confusion a bit.) The good news is that these lessons help your kids to recall which spelling to use when.

We are focusing on equipping our kids to decode the words they come across in their reading. Strong spelling skills, generally, **follow** strong reading skills. Our kids will learn to “flip it” to another rule they know when a word doesn’t *look right* to them. Regardless, our kids’ writing—even from very early stages, will be decodable. It may not always be correct/as we would see it in a book, but it will be a lot closer because our kids are leaning into the code (aka phonics) to guide their spelling choices.

For now, remind your readers that a word with the /aw/ sound at the end is spelled with a-w, whereas a-u is never found at the ends of words. Nor does a short o. Also recall that words with a-u may have a silent g-h following that a-u, and the g-h says **absolutely nothing**. Use the a-u-g-h poster to keep words with a g-h saying “absolutely nothing” top of mind. Do not keep these teaching tools posted on the wall for more than a week or so, however. We want our kids to commit these irregularly spelled words to memory.

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 one sentence of your choosing, as many times as needed, as the students record that sentence— using capitals, spaces, and end marks on their papers. Of course, you’ll also coach them to correctly use the phonics rule you’ve been teaching this week (and in previous weeks).

TIP: With the dictated sentence page in front of your students, on their tables or at their desks, have them flip the paper upside down and fold 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 when they unfold them to check their work.

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