



Welcome to Foundations for Literacy V!

Following, you will find easy-to-follow directions along with clarifying images that will guide you through each Foundations V 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 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 that the *sound* of the letter(s) is being used rather than the *name* of the letter(s).

**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 make adjustments as they strive to encode words accurately.*

Beginning readers need to point to the letters as they read. Accuracy improves when they do this. We are not expecting kids to know the words with just a glimpse—yet. We want them to “make the sounds” so they are equipped to tackle any word, not just the ones they’ve memorized. In this way, we’re eliminating students’ minds acting as junk drawers filled with random “sight words.” We’re teaching kids to use the code (that’s phonics) to read and spell words accurately.

Review Game Board

Materials include: FFL 1-4 review game boards, movers, dice, crayons

Invite your students to play this board game to review each phonics lesson they’ve learned to date. Be sure to note student errors so you can review or reteach lessons accordingly. When listening to students as they decode each word, occasionally ask them to share how they know what the word says. We want students to share what they now know about how words work. They should be equipped to say things like, “I see a magic e, so that a says its name,” or “That o-w says /Ow!/.” As you confirm words that are correctly read, you can state the phonics rule too. For example, when a student says, “That word says *farm*,” you can say, “You’re right. In *farm* the a-r says /ar/ like a pirate.” We want our students to be able to explain how words work. When they can do that, they are better equipped to decode and encode the words in the books they long to read.

Using -ck, -tch, and -dge

Part I



Read: *Stuck*, by Oliver Jeffers

As you read the book, *Stuck*, notice the words that have the /k/ sound spelled with c-k. Use the instructional sheet in the resources to review the words and see if your kids can deduce when a

-ck is used instead of just a c or a k. Invite them to read the words and direct their attention, so they begin to notice which vowel sounds come before the /k/ sound. See if your readers can figure out that a **short vowel** always precedes the c-k. This is true in most every single-syllable word.

-ck Words in Stuck

materials include: word sheets with instructional information for demonstration, pencils, -ck words from the book *Stuck*: stuck, unstuck, knock, back, bucket, duck, truck

Using the word-building stems, invite your students to think of more words with short vowels followed by -ck. Notice together that all short vowel sounds can be found in front of -ck.

___ack, ___eck, ___ick, ___ock, ___uck

**You may wish to laminate the instructional sheet or place it inside a plastic page protector (or even a gallon-size baggie) so multiple words may be made with each short vowel.*

-ck Word Ladders

materials include: Four -ck word ladder instructions and recording sheets, pencils

Provide your students with the -ck recording sheet for the word ladder that begins with the word *sack*. Have them examine the word at the top of the page. Then, provide the clues, one at a time, so the children make the suggested adjustments, writing a new word on the line below *sack*. Check to be sure the students have recorded the correct word, *rack*, and then provide the next clue. Continue in this way until the students have correctly spell the word *snacks* at the bottoms of their record sheets. Remember to coach your kids. We're teaching, not testing. There are three additional word ladders for you to use, if your students would benefit from more practice.

This work reinforces the idea that a single letter change can make a big difference in word reading. We must look closely and make the sounds we see. We know that taking the time to look closely at words promotes accuracy. Tracking our pointer fingers below the letters as we slide across words and "Make the sounds we see," ensures more accurate decoding. We say, "Slow and accurate decoding beats fast and wrong guessing every time."

/k/ Word Card Sort (-k or -ck?)

materials include: /k/ word cards, word sorting tent (short vowel-not a short vowel)

Set up the sorting tent (making the needed folds) and invite your students to sort the words ending with the /k/ sound. To one side they'll place words with a **short vowel** followed by a -ck saying /k/, and to the other side they'll place words with **other vowel sounds** followed by a -k saying /k/. **Be sure that they're noticing the vowel sounds and not just looking for the -ck endings.**

NOTE: A -ck is used if the letter just before the /k/ is a vowel making its short sound.

In words like *whisk* and *chipmunk*, we hear short vowel sounds, but there's an s before we hear the /k/ sound in *whisk* and there's an n before we hear the sound /k/ in *chipmunk*. **The letter directly preceding the /k/ sound must be a short vowel to warrant the use of a -ck.** Yes, these words have short vowel sounds before the /k/ sound, but the short vowel sound isn't just before the /k/ sound, so we simply use a -k, not a -ck.

After the kids have done some of this work, try reading some of the word cards aloud to them—without showing them the words, and see if they can determine whether the words are spelled with a k or a c-k. This requires a lot of brain work! Then show the word cards to the students so they can decide if they were correct or not. This work promotes orthographic mapping. Have your students take turns placing each word card in its proper column.

/k/ Spelling (-k or -ck?)

materials include: lined spelling practice page, word cards (for word calling), pencils

Invite your students to spell some of the words they've just decoded. They'll need to keep in mind the rule that says **in single-syllable words with short vowels followed by the /k/ sound, the sound is spelled with -ck.**

Remind them to use proper letter formations and good spacing. Also remind them that no uppercase letters should be used as there are no proper nouns in these word cards.

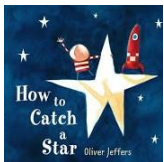


-ck Treats

materials include: Pop Rocks

Invite your scholars to read the Pop Rocks packet (either the packet of candies or on the sorting tent). Note with them that there's a -ck in *Rocks* because the letter before the -ck is a short vowel. Then, invite them to enjoy some of these rockin' tasty treats.

Part II



Read: *How to Catch a Star*, by Oliver Jeffers

Notice, together, the spelling and sounds in the word *catch*. Ask the students if they hear a t in there? It's simple enough to decode *catch*, but if you were spelling it, would you have put a t before the c-h? Probably not. But *cach* [sic] doesn't look right, either. So why do we need the t?

When words have short vowels followed by the /ch/ sound, they're spelled with a t-c-h.

*NOTE- There are four Rule Breakers, ***much***, ***such***, ***rich***, and ***which***, and these words are quite common, so we absolutely must make note of them with our students. Though there *should* be a t in front of the c-h in each of these words, none of them has one.

-tch Word Card Sort

materials include: /ch/ word cards, word sorting tent (short vowel-not a short vowel)

Set up the sorting tent and invite your students to sort the words ending with the /ch/ sound. To one side they'll place words with a short vowel followed by a t-c-h saying /ch/, and to the other side they'll place words with other vowel sounds followed by a c-h saying /ch/. Be sure that

they're noticing the vowel sounds and not just looking for the t-c-h endings. After the students have done some of this work, try reading some of the word cards aloud to them without showing them the words. See if they can determine whether the word is spelled with a t-c-h or a c-h. Then, have them take turns placing the word cards in their proper columns.

NOTE: A -tch is used if the letter just before the /ch/ is a vowel making its short sound.

In words like *lunch* and *clench*, we hear short vowel sounds, but there's an n before we hear the /ch/ sound in *lunch* and there's an n before we hear the sound /ch/ in *clench*. **The letter directly preceding the /ch/ sound must be a short vowel to warrant the use of a -tch.** Yes, these words have short vowel sounds before the /ch/ sound, but the short vowel sound isn't just before the /ch/ sound, so we simply use a -ch, not a -tch.

/ch/ Spelling (-ch or -tch?)

materials include: lined spelling practice page, word cards (for word calling), pencils

Invite your students to spell some of the words they've just decoded. They'll need to keep in mind the rule that says **in words with short vowels followed by the /ch/ sound, that sound is spelled with t-c-h**. Remind them to use proper letter formations and good spacing. Note with them that some uppercase letters will be used as there are some proper nouns in these word cards.

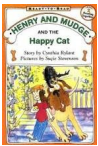


-tch Treats

materials include: Sour Patch Kids candies

Invite your scholars to read the Sour Patch Kids labels (either the candy packet or on the sorting tent). Note with them that there's a t-c-h in *Patch* because the letter before the /ch/ sound is a short vowel. Then, enjoy these sour but oh-so-tasty treats.

Part III



Read: *Henry and Mudge and the Happy Cat*, by Cynthia Rylant

Enjoy the book together. You read it to them for now, but this is a great series for your kids to begin reading, independently. Your readers now have a strong phonics foundation, and they are ready for books like this. We want to jump right into this lesson, but next time, you can have your students read it to you. 😊

D-G-E says /j/ Song Singing

materials include: M-U-D-G-E lyric sheets (to the tune of B-I-N-G-O)

Provide each student a copy of the M-U-D-G-E lyric sheet. Sing the song together. Singing songs using lyric sheets can promote improved reading rate (fluency), so don't skip this part of the

lesson. Ask your students to use their pointer fingers to slide across their pages and be sure they are demonstrating one-to-one correspondence. Adjust the rate of the singing so your students can keep pace with you. With repeated practice, your students' reading rates will improve. We're teaching our students to try to pick up the pace to 'keep up' and that can help move them into more fluent reading.

Word Card Sort, g-e and d-g-e says /j/

materials include: /j/ word cards, word sorting tent (short vowel-not a short vowel)

Set up the sorting tent and invite your students to sort the words ending with the /j/ sound. To one side they'll place words with a short vowel followed by a d-g-e saying /j/, and to the other side they'll place words with other vowel sounds followed by a g-e saying /j/.

NOTE: A -dge is used if the letter just before the /j/ is a vowel making its short sound.

In words like *challenge* and *hinge*, we hear short vowel sounds preceding the /j/ sound, but there's an n before the /j/ in *challenge* and there's an n before the /j/ sound in *hinge*. **The letter directly preceding the /j/ sound must be a short vowel to warrant the use of a -dge.** Yes, these words have short vowel sounds before the /j/ sound, but the short vowel sound isn't just before the /j/ sound—the n is, so we simply use a -ge, not a -dge.

Spelling Practice (Will you use g-e or d-g-e?)

materials include: lined spelling practice pages, word cards (for word calling), pencils

Invite your students to spell some of the words they've just decoded. They'll need to keep in mind the rule that says in words with short vowels followed by the /j/ sound, that sound is spelled with d-g-e. Remind them to use proper letter formations and good spacing. No uppercase letters should be used as there are no proper nouns in these word cards.

Adding Suffixes (-s & -ing) to Words with -dge

materials include: practice pages

In this practice, we're going to change some word endings by adding the suffixes -s and -ing. Note that when we add an -s to change the meaning/to make it a plural (morphology), the spelling of the base words does not change. However, when we add the -ing/to make it a present participle (also morphology), we must cover the e and let the i do the magic (or else we'd have two vowels together, and that would change the vowel sounds within the base word). The g will continue to make the /j/ sound, because ge, gi, and gy can all make the g say /j/.

*NOTE- A lot of these words could be nouns (person, place, or thing). Think: fudge or judge or bridge. When we add the suffixes, the words are read as verbs (action words). This is a great time to discuss that words can have multiple meanings.



-dge Treats

materials include: Fudge Stripe Minis

Invite your scholars to read the Fudge Stripe Minis package (either a packet of cookies or on the sorting tent). Note with them that there's a d-g-e in *Fudge* because the letter before the /j/ sound is a short vowel. If the d weren't there, the e could do magic. The d is serving as a blocker letter. Enjoy some cookies!

Decoding Sort, Mix-Up

materials include: c-k (or not c-k) word cards, t-c-h (or not t-c-h) word cards, d-g-e (or not d-g-e) word cards, word sorting tents (with Pop Rocks, Sour Patch Kids, and Fudge Stripe Minis images)

When you've finished all three of these lessons, place all the word cards, mixed up, into a basket, bowl, or just a pile. Have the kids take turns drawing a card, decoding the word they drew (making the sounds they see), and sharing which vowel sound they hear. They'll then place the short vowel word cards, only, in the proper place under the **Pop Rocks, Sour Patch Kids, Fudge Stripe Minis** sorting tents—according to the sounds they hear. All word cards that do not have short vowel sounds will be placed in a discard pile. At this time, we want all attention to be on the words with c-k, t-c-h, and d-g-e.

Game Board, Short Vowel Protectors

materials include: game boards, movers, dice, crayons

Have students place their movers on start/Earth. They'll roll their dice, move the indicated number of spaces, color in the correctly decoded words, and continue play until all words have been accurately decoded. As with all the game boards, players are directed to play until all words have been decoded correctly and colored in—even when moving back to the beginning place on the game board. This game may be played across a couple of days. When students decode the words, remind them (from time to time) why the word is spelled the way it is. Remind your scholars that the endings c-k, t-c-h, and d-g-e act as "short vowel protectors."

Mix-Up Word Spelling Practice

materials include: lined spelling practice pages, mixed-up word cards (for word calling), pencils

Invite your students to spell some of the words they've been decoding and spelling across the past few lessons. They'll need to keep in mind the rules about the short vowel protectors c-k, t-c-h, and d-g-e. Remind your scholars to use proper letter formation and good spacing.

You can use the recently sorted short vowel (only) word cards, at first, and then mix in some 'other sounds' word cards into your practice. This way, kids must decide which spelling is needed. We don't want students to overgeneralize a rule. We need them to navigate which spelling is used when and they should be able to say why they used or didn't use the -ck, -tch, or -dge spellings.