



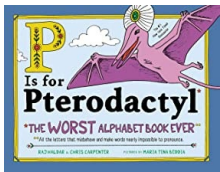
Foundations for Literacy V

Review Game Board

Materials include: FFL 1-4 review game boards (two games), 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're reading.

Silent Letters + 5.5



Read: *P is for Pterodactyl*, by Raj Haldar

This is a fantastic book for preparing kids for some crazy word spellings. At this point in the Foundations for Literacy lessons, your students have been taught all the common letter combinations and the sounds those combinations represent. Now, it's time to check off some of those crazy ones. Your scholars will need to be exposed to them all so they're sufficiently equipped to decode most any word they see in any text they're reading.

P-h is a new digraph for us, though it's possible your students know it. Many kids recognize the word *phone*, but today we're going to practice decoding lots of other words with p-h saying /f/. Remind your students that digraphs are two letters, together, that represent a totally unexpected sound. We learned that when we see a c-h we usually say /ch/, when we see t-h we usually say /th/ (with either a puff or a buzz sound), and when we see s-h we usually say /sh/. Today we're adding a new digraph. Today we're learning that when we see p-h we say /f/. Now that IS unexpected.

We will see the /f/ sound spelled with a p-h (and LOTS of other crazy spellings) in the book *P is for Pterodactyl, The Worst Alphabet Book Ever*. This book will help to prepare your readers for just about any word a text will throw at them. Let's get started!

Decoding Words with p-h Sounding Like /f/

materials include: p-h word cards, p-h sorting header

Sort words into two columns. One stack will feature words where the p-h says /f/ (most). The other stack will feature words where the p says /p/ and the h says /h/ (only 2 words).

Spelling Words with p-h Sounding Like /f/

materials include: word list and spelling words with p-h corresponding with word images

Invite your readers to decode the listed words featuring p-h representing the sound /f/. Talk about the words and provide information, as needed so your students have some understanding of each word meaning. Next, invite your scholars to correctly spell the words that best correspond to the provided images. This is not a copying exercise. Your students should write each word stretching out the sounds and recording the corresponding letters.

BONUS-P-h Spelling with Latin and Greek Roots (p-h represents the sound /f/)

This is the perfect lesson to begin a discussion about Latin and Greek roots.

Note the meanings of the word parts in the following list and discuss how the word parts provide clues about word meanings. When we know lots of roots, we can make really good guesses about the meanings of unfamiliar words. We don't guess what words **say**, but we do guess, from time to time, what words **mean**. We can use word parts, context, word role in the sentence, etc. to determine word meanings. (Ask Dr. Christy (christy@bookbums.com) about the FFL Comprehension lessons!)

These words all have p-h, and *graph* is in most every word presented here. Introducing words with similarities helps kids to better recall the lesson, so don't see the repetition as redundant. It can actually be very helpful to begin the discussion in this way.

We will need to make it clear that we'll begin to notice many, many other Latin and Greek roots in words we read. If your scholars are interested (and I hope you deliberately lead them in that direction), I've included a Latin and Greek Wordology game board. (And, yes, we made up the word, *Wordology*. It means, of course, *the study of* words.)

Note: One of the images on the spelling practice page has some letters of the alphabet in a variety of combinations. These letters were meant to represent the word *phonics* (which comes first if you do the left column first), but there are *digraphs* in that image, and it has lots of letters of the *alphabet* too. Use that image to review the sounds you've been learning in the Foundations for Literacy lessons and acknowledge the *digraphs* ch, sh, th, wh, ph, and ck. (The other letter combinations shown are either monothongs (e.g., ee) or diphthongs (e.g., oi).



Read: *Chrysanthemum*, by Kevin Henkes

Notice that the sound for c-h is not /ch/. In this word and many others, the c-h says /k/.

Two More Sounds for c-h, /k/ & /sh/

materials include: Two More Sounds for c-h information page, Two More Sounds for c-h: Decoding, Matching, Spelling practice pages, pencils

Share with your students that we've learned c-h represents the sound /ch/ like we saw in Charlie the Ranch Dog and Cheerios. We also mentioned, in that lesson, that c-h can say /k/ (like we saw in stomach). In this lesson we're investigating words with c-h representing the sounds /k/ and /sh/.

Invite your students to decode the words on the practice pages. Note that the words feature only the two new sounds for c-h; /k/ and /sh/. In fact, you may **have the students make a K in the top lefthand corner of this practice page and a SH in the top righthand corner of the page.**

These less-familiar sounds for c-h are intermixed in the word list, so students will need to "flip it" from /k/ to /sh/ until they hear a word they know. You'll find some images for many of the words. Again, a lot of discussion is necessary to make this work meaningful. It's not a task to "get done." Rather, it's an opportunity to examine words, explore their meanings, and notice how they are spelled. Remind your scholars to decode the words, strive to recognize the word meanings, then use the sound-spell technique for recording the words on the appropriate lines according to the sounds the c-h represents. We do not want our kids to mindlessly copy the words, naming the letters. Rather, to encourage orthographic mapping, the sounds should be stretched out, and the letters corresponding with those sounds should be written (using proper letter formations). Please help students as needed to ensure their success. This is not independent work. Work alongside your scholars to ensure the work is meaningful. Coach all students to do high quality work.

E-t Saying /ay/ in French

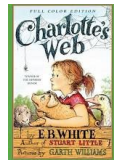
materials include: e-t saying /ay/ practice pages, pencils

Note with your students that there are some words we say that end with the letters e-t but the sound we make is /ay/. These are French words that we use in America. In French, letters represent different sounds than they do in English.

Remembering that e-t says /ay/ in French, decode the words and explore them all with conversation inviting kids to contribute what they know. Then, provide the spelling paper (or flip their papers over if you printed it as a two-sided document) and invite your students to write the word that best corresponds with each image. Remember that this is not a quiz. It's an exploration of how some words work and a no-stakes task of recalling spellings to promote orthographic mapping.

Tip for Classroom Teachers & Parents

Read Aloud Chapter Book Suggestion:



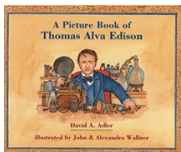
Charlotte's Web, by E.B. White

If your students have never read/heard this book, I highly suggest that you read it together in the fall. Notice that Charlotte's name is not spelled with an s-h. It's spelled with a c-h.



Trumpet of the Swan, by E.B. White

In the spring, read *The Trumpet of the Swan*. Have your students compare (tell how they're similar) and contrast (tell how they differ) these two books that were written by the same author.



Read: *The Picture Book of Thomas Alva Edison*, by David A. Adler

We learned in Foundations 1 that t-h can *puff* (as in thumb) and it can *buzz* (as in *this* and *that*). For both of those sounds, our tongues stick out between our teeth. Now we're going to read some words where a t-h makes *another* sound. Sometimes (though very rarely) t-h just says /t/ . . . like the h isn't even there.

Sometimes t-h says /t/

materials include: Third Sound for t-h, /t/ practice pages, pencils (If possible: Beethoven's 5th symphony, spice jar of thyme)

Help students decode the words along the left-hand column. Please assist in defining/describing the words as well. When a word has a matching picture (thyme, Thailand, Beethoven, London Bridge over the Thames (British pronunciation- /temz/), draw a line connecting the image and the word. If you know someone with one of the names with a t-h saying /t/, please point that out. Students might even sketch someone they know who has a name with a t-h saying /t/ and draw lines to connect those names to their drawings.

*To build some background knowledge and heighten the experience, please play Beethoven's 5th symphony, quietly, while doing this work. Allowing the students to smell some thyme would also help to make this work meaningful. Did you know that . . . There was a time when the herb, thyme, represented courage.

*Roald Dahl's book is *Matilda* (with no t-h). (Darn.)

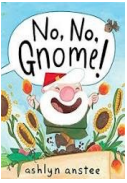
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materials include: g-h practice pages, crayons or highlighters (3 per student)

Students will decode the given words, recalling that g-h can say /g/, /f/, or /-/ (nothing at all). First, they will use one crayon or highlighter to highlight the /g/, another one to highlight the /f/, and the last one to highlight the /-/. This will be the color-code used for highlighting the g-h words as students read through the list.

*Notice that in the word *dinghy* (which is a small boat) the i-n-g says /ing/. It won't be colored at all. The g-h doesn't really make any of the three sounds it usually makes, but we know that i-n-g says /ing/, so it shouldn't be too tricky for kids to decode





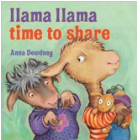
Read: No, No Gnome, by Ashlyn Anstee

Notice with your students that the g doesn't make a sound when it comes before the n in gnome. The g does make a sound in some words, however, so we need to be able to flip from the expected sounds /g/+ /n/ (as in ignnite) to /n/ (as in gnome).

Spelling Sort, Words with g-n

materials include: practice pages, gnu image, pencils

Students will decode the words and write each one in its proper column according to the sounds represented by the g-n combination. When your students get to the word *gnu*, share the image of a gnu and you may also want to share the book *Llama, Llama Time to Share* by Anna Dewdney, for in this book Llama Llama meets a gnu girl (play on words).



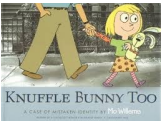
Read: Knuffle Bunny, by Mo Willems

Notice with your students that the k in doesn't make a sound when it comes before an n.

Word Card Sort

materials include: word cards with kn = /n/ and k = /k/

Students will learn to look for the k-n by sorting the word cards into two stacks. If you have the book *Knuffle Bunny*, your students may place the k-n = /n/ words beneath that book.



*In *Knuffle Bunny, Too* that we learn Trixie says /K/nuffle Bunny the way children often mispronounce words as they're learning to read.



Read: Rocket Writes a Story, by Tad Hills

Notice with your students that the w doesn't make a sound when it comes before an r. *Rocket* begins with the sound /r/ and the beginning letter is the expected letter, r. *Writes* begins with the sound /r/, but the beginning letter is an unexpected letter, w. Share with your students that w-r represents the sound /r/ in many words.

Decoding Words with w-r

materials include: w-r word lists, copies of the w-r story, w-r writing pages, pencils

Invite your students to decode the w-r words on the list provided. Remind them that often, with words with tricky spellings, we simply ignore the first letter. This tip was provided in the book *P is for Pterodactyl, The Worst Alphabet Book Ever*.

Next, have your students read the story about Roger the arm-wrestling guy. There are LOTS of w-r words sprinkled throughout the story. The story ends, just before the climax, and your students are tasked with deciding what happens and who wins. They will write an ending that includes three words with w-r. They can use the word list from which they just decoded lots and lots of words with w-r saying /r/ to choose the three w-r words they'll add to their story endings.

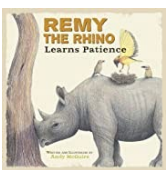
Spelling Words with w-r (or r?)

materials include: w-r or r spelling practice, pencils

Now that your students have had some deliberate practice with words that have w-r saying /r/, have them put their memories to the test. Give them a handful of words to spell—some with /r/ spelled with r and some with w-r. They'll think about the spelling, recalling the words they've just practiced reading and writing, and they'll decide whether they need to spell each word with an r or a w-r. Remember that this should not feel like a quiz. Kids should be coached to use the proper spelling for each word.

Spelling Word suggestions: ride, wrist, wrap and rap (provide definitions & use in a sentence), write, rash, wreck, wrinkles, road

Tip: words with w-r often have to do with twisting.



Read: Remy the Rhino Learns Patience, by Andy McGuire

Notice with your students that the h doesn't make a sound when it comes after an r. *Remy* begins with the sound /r/ and the beginning letter is the expected letter, r. *Rhino* begins with the sound /r/, but this word has an unexpected h following the r.

Decoding Words with r-h saying /r/

materials include: r-h words and images, pencils or crayons

Students will decode the words in the left column and draw a line from the words to the corresponding pictures. If some words are unfamiliar, use this time to make connections to

expand students' vocabularies. You may also share how the ***process of elimination*** can be used to help solve puzzles.



Read: *Hand, Hand, Fingers, Thumb*, by Al Perkins

As you read the title to this book, notice all the sounds we know. When you decode the word *thumb*, be sure to pronounce the /b/ sound: /th/-/u/-/m/-/b/. Ask students, “What’s a thumb**b**? Of course, the illustrations will make it clear that the word says /thum/—the b is silent. Note with your students that the *dum* in the refrain, “dum-ditty-dum” is not same word as *dumb* (with a b) which typically means a) unable to speak or b) lacking intelligence.

Sweet Treat

materials include: Dum Dum pops

Invite the students to observe the words on the Dum Dums label. Note that this word is not the same as *dumb*. *Dumb* has a “dumb” (unable to speak), b at the end. It’s unable to make a sound.

Sometimes m-b says /m/

materials include: m-b practice pages, pencils

Have students read, with you, the words on the left-hand side of the page. Notice all the words that have a “dumb b” that doesn’t say (or do) anything. Note, too, that most of the words have short vowels. The words *comb* and *climb* are the only words where the vowel makes it’s long sound—which is totally unexpected. Even crazier than that, the word *tomb* has only one o, but it says /oo/ like there are two o’s.

Have your students decode each word and then sketch a simple, corresponding picture to remind them of the words they read—each with a dumb b. On the second page, invite the students to decode each word again and then spell it. Remember, they are not to simply copy these words. They are to cover each word they decode, stretch out the sounds on their own, and then record each sound moving from left to right across the word--and adding a Dumb b as needed. Finally, they’ll check their spelling with the word on the list. This is just one way to help the kids recall when the “dumb b” is needed.

Finally, you’ll explore more sophisticated words with a dumb b—many that are not in the final position. (plumbing, subtle, etc.) You’ll decode the words, define them together and use them in sentences. Then the students will write them, stretching out the sounds and recording the corresponding letters on the handwriting lines. Your students are capable of doing this work.

Silent H

materials include: Silent h practice pages, pencils

Explore, with your students, words featuring a silent h. Note that we’ve already explored many

words where an h is silent. Then note other words with a silent h. Your students will match words with images and then practice spelling.

Magic e Hard at Work with Digraphs

materials include: Magic e Hard at Work with Digraphs practice page, pencils

We know that Magic e's can jump back, over one letter, and it can tell a vowel to "Say your name." That's true. But sometimes a Magic e jumps back, over TWO letters, and tells vowels to their names. It happens only rarely, but this practice will show students some examples of when this happens.

Have your students draw rainbows, over each word, stretching from the Magic e's to the vowels they're talking to. Then have them decode the words remembering that *these* Magic e's are doing something quite rare. Share that we absolutely could decode these words by simply "flipping" the vowel sounds, but spelling these tricky words accurately requires a bit more noticing and some deliberate practice.

Bodacious Words for Decoding Practice (Make the Sounds You See)

To build confidence for decoding all the big, bad, bodacious words your students encounter in their reading, we're going to practice some long, complex words. Don't do them all at once. Just do a handful at a time. We simply want our kids to know that they are equipped to decode most every word they see. All they need to do is make the sounds they see, moving from left to right across the words, using what they now know about how words work. There may be some really tricky words, and your students might need to do some "flipping" to try other sounds letters represent, but after completing all of these Foundations for Literacy phonics lessons, your scholars should feel equipped to decode most every word. Oh, they might get stumped from time to time. Just coach them to recall rules that may apply or teach them how *you* remember them. It's quite all right for these words to be unfamiliar. We *need* that to ensure our kids aren't just memorizing words. Simply use this opportunity to grow your students' understanding of the words that surround them. They may not remember everything, but you're providing another opportunity for making important connections to the lessons you've shared.

Number Words & Their Homophones

materials include: spelling papers with lines for proper letter formation, pencils

Students will write, with lots of coaching from you, the number words. Begin by asking kids to spell the word *one* on line number one. Please do give tips and tricks to equip your students to spell each word correctly. Share, for instance, that the number word *one* has one penny at the beginning (o). Then comes an n. Say: O-n says *on*. When we add an e, we've spelled the number word *one*. Next, share that there is another word that sounds exactly like *one*, but it's spelled differently and has a different meaning. *Won*. Talk about that word. This is how we'll introduce number word homophones.

On line number two, the kids will write the word *two*. I like to hold up two twos (wrists facing out) with my fingers. Then I bring them together (wrists twisting in, toward my chest) to make a letter w with those two twos. I say, "The number two has a w ("double u") in the middle." Now, after they write the number word *two*, share that there are **two more ways** to write to/too. They are

spelled differently, and they have different meanings, but they sound the same. They all say /two/. Please share the meanings and different uses for the words *to* and *too*.

Other number word homophones:

four, for

eight, ate

Ways to remember number word spellings:

three (two vowels together)

four (crazy u is in there, but maybe because it wanted to have *four* letters)

five (magic e, easy)

six (easy peasy)

seven (I see the word *even*, but seven isn't an even number!)

eight (e-i says /ay/, followed by a g-h that says absolutely nothing)

nine (magic e, easy)

ten (easiest of all)

*The number word eleven has *even* in it, too, but it's not even either!

BONUS-

Latin & Greek Roots

materials include: Latin and Greek Roots Game Board, movers, dice, crayons

Our aim with these Foundations for Literacy lessons is for kids to understand how words work. We've encouraged lots of conventions including handwriting, capitals, end marks, and more. We've done lots and lots of work with phonics. We've introduced some grammar (nouns, verbs, adjective, adverbs, etc.), and now we're going to delve a little deeper into Latin and Greek roots to help our students determine the meanings of otherwise unknown words.

We did a bit of this work with the p-h lesson. Now we want to stretch a little deeper into how words are built. To do so, simply provide your scholars with a game board, movers, dice, and crayons. Students will roll the dice, move the number of spaces indicated, and read the roots along with their meanings. The next part is a little different. You'll both try to think of words that contain that root. A LOT of talk is required, here. The goal is not to finish, rather it is to think deeply, together, about words.

For example, when one lands on the root *auto*, one of you might say *automatic*. The next one might say *autograph*. The next one might say *automobile*. You will talk about how each of these words demonstrates the meaning of the root, *self*. (e.g. When something comes automatically, it's easy to do yourself. When someone signs an autograph, s/he is signing it her/himself. An automobile doesn't require a horse or another animal. The automobile runs by itself.) Keep trying to come up with words featuring that root. You may decide to do a Google search to find more words with a particular root. (e.g., words with root *auto*)

Latin & Greek Roots, Beyond the Game Board

materials include: Latin and Greek Roots Word Collection Cards, pencils

As you learn the featured roots, through the Roots Game Board, you'll begin to notice them in words all around you. Encourage your readers to keep a ring of cards with the roots you

discussed while playing the game. Also add words with those roots that you're encountering in your day to day reading and experiences.

Notice that words often feature more than one root. For example, *photograph* will be added to the word lists for both *photo* (light) and *graph* (writing). (Note: If you have no light, you cannot take a photograph. A photograph is an image made with light on film.)

If you're a Harry Potter fan, you'll have lots of fun examining the words J. K. Rowling created using Latin and Greek roots. The roots shine light upon the meanings of those made-up words. For example, *Sonorus* (sonor means sound) turns a wand into a microphone. *Imperio* (imperium means command) grants total power.

When your scholars recognize that the letters in words represent sounds (and they've had explicit instruction and focused practice with LOTS of words), AND they recognize that word parts represent particular meanings (and they've had explicit instruction and focused practice exploring LOTS of root and word meanings), you've got yourself some well-equipped readers.