



SAXON

Phonics and Spelling

TEACHER'S MANUAL · VOLUME 1

LORNA SIMMONS

SAXON PHONICS AND SPELLING K

Teacher's Manual, Volume 1

Saxon Phonics and Spelling K

CONTENTS



Teacher's Manual, Volume 1

Program Overview

- › Scope and Sequence
- › Instructional Overview
- › Index

Fluency Instruction

Handwriting Instruction

Speaking and Listening Guide

Reading and Spelling Word Lists

Resources for Differentiation

- › Resources for Differentiation Booklet
- › Resources to Support English Learners

Lessons

BEFORE TEACHING LESSON 1: Prelesson

LESSON OVERVIEW TAB: LESSONS 1–10

WEEK 1	Lesson 1:	The Letter <i>L</i>
	Lesson 2:	The Letter <i>L</i>
	Lesson 3:	The Letter <i>L</i>
	Lesson 4:	The Letter <i>L</i>
WEEK 2	Lesson 5:	The Letter <i>O</i>
	Lesson 6:	The Letter <i>O</i>
	Lesson 7:	The Letter <i>O</i>
	Lesson 8:	The Letter <i>O</i>
WEEK 3	Lesson 9:	The Letter <i>G</i>
	Lesson 10:	The Letter <i>G</i>

LESSON OVERVIEW TAB: LESSONS 11–20

WEEK 3	Lesson 11:	The Letter <i>G</i>
	Lesson 12:	The Letter <i>G</i>
WEEK 4	Lesson 13:	The Letter <i>H</i>
	Lesson 14:	The Letter <i>H</i>
	Lesson 15:	The Letter <i>H</i>
	Lesson 16:	The Letter <i>H</i>
WEEK 5	Lesson 17:	The Letter <i>T</i>
	Lesson 18:	The Letter <i>T</i>
	Lesson 19:	The Letter <i>T</i>
	Lesson 20:	The Letter <i>T</i>

LESSON OVERVIEW TAB: LESSONS 21–30

WEEK 6	Lesson 21:	The Letter <i>P</i>
	Lesson 22:	The Letter <i>P</i>
	Lesson 23:	The Letter <i>P</i>
	Lesson 24:	The Letter <i>P</i>
WEEK 7	Lesson 25:	The Letter <i>A</i>
	Lesson 26:	The Letter <i>A</i>
	Lesson 27:	The Letter <i>A</i>
	Lesson 28:	The Letter <i>A</i>
WEEK 8	Lesson 29:	The Letter <i>N</i>
	Lesson 30:	The Letter <i>N</i>

LESSON OVERVIEW TAB: LESSONS 31–40

WEEK 8	Lesson 31:	The Letter <i>N</i>
	Lesson 32:	The Letter <i>N</i>
WEEK 9	Lesson 33:	The Letter <i>M</i>
	Lesson 34:	The Letter <i>M</i>
	Lesson 35:	The Letter <i>M</i>
	Lesson 36:	The Letter <i>M</i>
WEEK 10	Lesson 37:	The Letter <i>I</i>
	Lesson 38:	The Letter <i>I</i>
	Lesson 39:	The Letter <i>I</i>
	Lesson 40:	The Letter <i>I</i>

LESSON OVERVIEW TAB: LESSONS 41–50

WEEK 11	Lesson 41:	The Letter <i>S</i>
	Lesson 42:	The Letter <i>S</i>
	Lesson 43:	The Letter <i>S</i>
	Lesson 44:	The Letter <i>S</i>
WEEK 12	Lesson 45:	The Letter <i>F</i>
	Lesson 46:	The Letter <i>F</i>
	Lesson 47:	The Letter <i>F</i>
	Lesson 48:	The Letter <i>F</i>
WEEK 13	Lesson 49:	The Letter <i>R</i>
	Lesson 50:	The Letter <i>R</i>

Content from the other binders in Saxon Phonics and Spelling K:



Teacher's Manual, Volume 2

Lessons 51–140



Teacher's Resource Binder

Phonological/Phonemic Awareness Masters

- › Phonological/Phonemic Awareness Preassessment
- › Phonological/Phonemic Awareness Practice Activities

Parent Letter Masters

- › English and Spanish Parent Letters
- › English and Spanish Fluency Parent Letters
- › English and Spanish Handwriting Parent Letters

Fluency Masters

Handwriting Masters

- › Prehandwriting Masters 1–8
- › Letter Template Masters 9–34
- › Practice Writing Masters 35–60
- › Sight Words Masters 61–84

Color Words Masters

Recording Form Masters

- › Decodable and Fluency Reader Recording Forms
- › Informal Fluency Assessment Recording Form
- › Sight Word Evaluation Recording Forms
- › Assessment Recording Forms

Lessons 1-10 Overview

	LESSON	NEW CONCEPTS	REVIEW CONCEPTS
1	The Letter L Pages 1-9	- reading and spelling consonant l - capital and lowercase letters	
2	The Letter L Pages 1-6	- vowel and consonant - distinguish between words that are the same and different	- identify capital L - write letter l
3	The Letter L Pages 1-5	- produce words that are the same - produce words that are different	- capital L and lowercase l - identify letter l - connect letter l to the sound /l/
4	The Letter L Pages 1-4	echo sounds	- identify letter l - connect letter l to the sound /l/
5	The Letter O Pages 1-7	- rhyming words - reading and spelling vowel o - short vowel sound /ō/ - breve	- identify letter l - connect letter l to the sound /l/
6	The Letter O Pages 1-4		- recognize rhyming words - identify capital O - write letter o
7	The Letter O Pages 1-4	sentence	- capital O and lowercase o - connect letter o to the sound /ō/ - connect letter l to the sound /l/
8	The Letter O Pages 1-4		- count words in spoken sentences - identify lowercase o - connect letter l to the sound /l/ - connect letter o to the sound /ō/
9	The Letter G Pages 1-7	- compound word - reading and spelling consonant g - the /g/ sound of g	identify letters l and o
10	The Letter G Pages 1-4	recognize alliteration	- identify capital G - write letter g

The Letter L

LESSON

1

NEW CONCEPTS

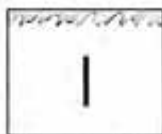
- reading and spelling consonant l
- capital and lowercase letters



LESSON PREPARATION

MATERIALS

- Letter Card 1 (l)
- Picture Card 1 (lion)
- Spelling Card 1 (/l/)
- Worksheet 1
- Parent Letter
- Handwriting Master 20 (optional)
- book
- Saxon Homework Folders



Letter Card 1



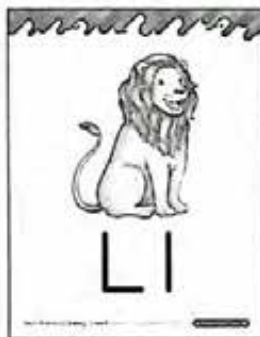
Picture Card 1



Spelling Card 1

BEFORE CLASS

- Before teaching any lessons, please read the introductory material thoroughly and give each child the Phonological/Phonemic Awareness Preassessment. Record the results on the Phonological/Phonemic Awareness Preassessment Recording Form, if desired.
- Set up a permanent display of the **Alphabet Wall Cards**.
- Cover the picture on the **LI Wall Card**.
- Display the Leo and Wriley posters in a location that is clearly visible to all children.
- Locate a book that uses a serif typeface that shows this style of letter l to show an example of the letter l in printed material.



LI Wall Card



ENGLISH LEARNER SUPPORT

INTRODUCE CONCEPTS Moderate Before distinguishing between sounds that are the same and different, introduce the concept and vocabulary using concrete objects. For example: *"These two pencils are the same. The pencil and the scissors are different."* Show sets of objects and have children say "same" or "different" chorally.

Lesson Warm-Up

Phonological/Phonemic Awareness

OBJECTIVE: To distinguish between sounds that are the same and those that are different

- Seat children where they can see you.

"Each day we will do some activities to learn about letters and sounds and the words they make."

"It's important that we follow some rules when we do these activities so that everyone can hear and learn. What do you think some of these rules might be?"

Discuss rules with children.

- Discuss the following rules with children:

- (1) Raise your hand and wait for the teacher to call on you before speaking.
- (2) Sit quietly and keep your hands still when someone else is speaking.
- (3) Listen to the person speaking, and wait for him or her to finish before raising your hand.

Introduce Leo position.

- Point to the **Leo Poster**.

"This is Leo the Lion. Notice how Leo is sitting up straight with his hands folded and his mouth closed."

"When I need you to be quiet and listen, I will say 'Leo.' "

"Let's see how quickly you can get into Leo position."

- Give a signal for children to talk quietly for a few seconds; then say "Leo." If children get into position quickly, praise them for their fast response. If not, repeat the exercise until children seem to understand.
- Continue with the lesson once children are in Leo position.
"I'll say two sounds. Tell me whether they are the same or different."
- Say /t/ and /l/.

PRONUNCIATION NOTE: When a letter appears between parallel lines, give the sound of the letter rather than the letter name. For example, for /t/, do not say "tee" or even /tuh/; instead, give the short, crisp sound of the letter. (For help pronouncing letter sounds, visit HMH online to access audio pronunciation models.)

"Are they the same or different?" different

- Repeat with the following, presenting as many as time permits:

/b/ and /g/

/l/ and /l/

/s/ and /m/

/k/ and /k/

/s/ and /s/

/b/ and /b/

NOTE: Some children may need individualized attention to develop this skill. Try to determine which children have the most difficulty, and give them more practice.

Have children identify same and different sounds.

New Increment: The Letter L

Handwriting L

- Seat children on the floor where they can see the board.

"Have you ever been to the mountains where you can yell 'Hello!' and the mountains yell 'Hello!' back?"

- If needed, give another example, such as an echo in a large, empty room.

"This is called an 'echo.' Many times this year, you will act like the mountains and 'echo' words."

"Let's practice echoing. I'll say 'Hello!' to you, and you'll echo 'Hello!' back to me. 'Helloooooo!' " Hello!

"Now I'll say a sound, and then you echo it. Echo /l/." /l/

- Make sure children give the short, crisp sound of /l/ and do not add a short u sound, as in /lüh/.

"/l/ is the sound the letter l makes."

- Move children to an area where they can lie down but still see the **Alphabet Wall Cards**.

"Every letter has two forms: capital and lowercase. This is a lowercase letter l."

- Point to several wall cards as examples of capital and lowercase letters, focusing especially on L, l.

"L is the letter used to spell the /l/ sound."

"When I count to three, show me with your body what the lowercase letter l looks like. One, two, three."

- Help any children who have difficulty. Then have children return to their seats.

- Write a lowercase l on the board in the handwriting you want children to learn. (Specific handwriting strokes are described in the **Handwriting Instruction** booklet, should you choose to follow that method of handwriting instruction.)

"Let's practice skywriting the lowercase letter l. Watch me first and then you'll get to try."

- Demonstrate skywriting: Straighten your arm and extend your index finger as if pointing. Without bending your wrist or elbow, write the letter in the air. Ideally each letter should be about two feet tall.

Introduce echoing. Have children echo "Hello" and /l/.

Explain capital and lowercase. Introduce lowercase l and the /l/ sound.

Have children form lowercase l's with their bodies.

Demonstrate skywriting.

Have children skywrite lowercase l's and then capital L's.

Introduce Wiley position.

Distribute **Worksheet 1**, face down.

Have children practice writing lowercase and capital L's on the back of their worksheets.

"Let's all stand up."

"Practice skywriting the lowercase letter l. Say the letter's name each time you skywrite it."

- Assist children as needed. Make sure they do not bend their wrists or elbows.
- Repeat with capital L's. (Specific handwriting strokes are described in the **Handwriting Instruction** booklet.)
- Seat small groups of children where they can write comfortably.
- Point to the **Wiley Poster**.

"Wiley is a raccoon who loves to write. Notice how Wiley sits up straight with her feet flat on the floor."

"Notice how Wiley holds her pencil. Let's try to hold our pencils like Wiley."

- Walk around the room and model the correct way to hold a pencil. Assist children as necessary. Remind left-handers to refer to the poster that shows Wiley holding a pencil in her left hand.
- Distribute **Worksheet 1**, face down. Discuss and demonstrate the proper way to position papers on the desk. Check the position of children's papers and how they hold them in place with their left (or right) hands.
- If some children in your class can write their names, explain that once they are in Wiley position, the first thing they should do is write their names on their papers.

"Let's practice getting into Wiley position."

- Say "Wiley" and point to the poster. If children get into position quickly, praise them for their fast response. If not, repeat the exercise until children seem to understand.

"Every time you get ready to write, I want you to get into Wiley position."

- Continue with the lesson when children are in Wiley position.

"Practice writing lowercase l's on your paper. Say the letter's name each time you write it."

- Walk around the room and assist children whose l's are improperly written.
- Repeat with capital L's.
- Have children turn their worksheets over and set them aside for use later in the lesson.

New Deck Cards for L

- Show **Letter Card 1**.

"What letter is this?" 1

- Children may call this a number 1. Explain that the letter *l* and the number 1 sometimes look alike. Then show children the book where the letter *l* is printed as it is on the letter card. Discuss the difference in what a printed *l* looks like compared to the *l* they have written on their worksheets.

"The letter l makes the /l/ sound."

- Describe the picture on **Picture Card 1**, and ask children to act out what they think the picture is.

"This is a big cat. It has a large mane. A mane is the long hair around the face of an animal. This cat is called the king of the jungle. What do you think it is?" lion

"Right! From now on, we'll use the keyword 'lion' to help us remember the /l/ sound."

"Keywords are important because they help us remember letter sounds."

- Show **Picture Card 1** and uncover the picture on the wall card.

"When you see this card, say 'lion, /l/.' " lion, /l/

"The keyword 'lion' helps us remember the /l/ sound because it begins with /l/."

"Get out your worksheet."

- Remind children to get into Wriley position.

"We've talked about two new friends, Leo and Wriley. We have another new friend whom we'll see from time to time. His name is Max the Bear."

"Look at your worksheet and find Max the Bear. Max is pointing to the #1."

"When you find Max, put your finger on the #1."

- Allow children time to do this. If necessary, hold up a child's worksheet and point to Max.



Introduce *l*
(**Letter Card 1**).

Show an example of the letter *l* in print.



Introduce the keyword "lion" (**Picture Card 1**) with the riddle. Have children act out the keyword.

Have children look for Max's picture to help them find #1 on their worksheets.



Introduce /l/
(Spelling Card 1)
and the hand
signals.

- Hold **Spelling Card 1** so that only you can see what is written. Hand signals to accompany this sequence are as follows: (1) Point to your mouth as you say the sound. (2) Point to children to indicate they are to echo the sound. (3) Extend your hand, palm up, as you ask for the name of the letter that makes the sound. (4) Point straight down to indicate that children are to write the letter. Eventually children will learn to follow the hand signals without verbal cues.

1.



2.



3.



4.



Have children echo
/l/ and write a
lowercase l by #1.

- Use the following verbal cues to accompany the hand signals until children are familiar with the procedure:

"Echo /l/." /l/

"What letter makes this sound?" l

"Write the lowercase letter l on the line by #1."

- If necessary, write a lowercase l on the board for children to copy. (Allow time for them to write the letter independently before providing any hints.)

Have children look
for Leo's picture to
help them find the
box of letters.

Have children
circle the l's in the
box. Count them
together.

Application and Continual Review

"Now find Leo the Lion by the box on your worksheet. Put your finger on Leo."

- Allow time for children to do this. If necessary, hold up a child's worksheet and point to Leo.

"Look at the letters in the box. Do you see any l's?" yes

"Circle all of the l's in the box."

- Allow time for children to circle the l's.

"Let's count the l's in the box."

- Count the l's together. (Counting is for demonstration only and is not expected of children. However, after repeated practice, most children will begin to master counting.)

- Check each child's worksheet and have him/her correct it before sending it home for parents or guardians to review.

OPTIONAL HANDWRITING PRACTICE: Use the strokes outlined in the **Handwriting Instruction** booklet to demonstrate how to skywrite capital and lowercase l's. Distribute **Handwriting Master 20** and have children practice forming the capital and lowercase l's. Send home the completed master to show parents or guardians the correct formation of letter l.

- Distribute the Saxon **Homework Folders**.

"This is your Homework Folder. Look at it carefully. What do you notice?"

- Allow time for children to offer observations.

"This folder has all kinds of information about letters, words, and rules that we will learn about this year."

- Discuss some of the information on the folder.

"You will use this folder to take your papers home and to bring them back to school."

- Discuss with children how they will store and care for their folders.

"When you finish your homework, have someone at home check it. Then bring it back to me tomorrow in your Homework Folder."

- Distribute the Parent Letter.

"This letter tells your parents or guardians how we will learn to read. Give it to them tonight."

- Have children put their worksheets and letters in their **Homework Folders**.
- The new letter, picture, and spelling cards will be referred to as "Review Decks" in future lessons. These three decks should always be kept separate and should never be mixed. Review these decks daily to help children learn the name, sound, and written form of each letter or letter cluster.

Check each child's worksheet.

Distribute the Saxon **Homework Folders**.

Send the Parent Letter home.

OPTIONS FOR DIFFERENTIATION

SUPPORT

For children who struggle to recognize and form letter *l*, including children who show signs of dyslexia, have them practice the letter shape with kinesthetic movements.

- Have children spread out on the floor.
- Write capital *L* and lowercase *l* on the board. Use the **LI Wall Card** to review capital *L*, lowercase *l*, the *ll* sound and the keyword (*lion*).
- Discuss the letter shapes with children. Ask, "What does a capital 'L' look like? A lowercase 'l'? How are they the same or different?"
- Model the capital *L* and lowercase *l* yoga poses:
 - Capital *L*: sit on your knees and hold your arms straight up in the air.
 - Lowercase *l*: stand straight, with your arms at your sides.
- Invite children to practice the yoga poses.
- Remind children: "Lion starts with *ll*: *lll-ll-lion*." Then model the lion pose for children: sit on your knees, place your palms on the floor in front of you, and open your mouth like a lion roaring.
- Lead children in practicing the capital *L*, lowercase *l*, and lion poses.

REINFORCE

For children who are learning to identify lowercase *l*, have them practice by distinguishing lowercase *l* from other letters.

- Mix a variety of lowercase letter-shaped magnets or **Letter Tiles** into a dry sensory table or bin filled with sand, rice, oatmeal, or similar. Include as many **Letter Tile l's** as you have.
- Have children partner up and give each pair a turn to find all of the lowercase *l's* in the sensory table or bin. Give each pair two minutes to find as many lowercase *l's* as they can.
- Count and record the number of *l's* each pair finds before mixing the **Letter Tile l's** back into the sensory table or bin.

EXTEND

For children who have mastered identifying lowercase *l*, extend their learning by having them identify lowercase *l* in a letter jumble.

- In advance, make a large letter jumble on a four- to six-foot piece of butcher paper. Using letter stamps or a marker, cover the butcher paper in capital *L's* and lowercase *l's*. Add in other capital and lowercase letters for visual variety.
- Make one letter jumble for every three to four children.
- Place the large letter jumble on a table, and give each child a bingo dauber or a marker. (For instructions on how to make a bingo dauber, see the **Resources for Differentiation** booklet, p. 24)
- Have the children find and daub or circle all of the lowercase *l's*.

- Send the following home with children at the end of the day:

- Worksheet 1
- Parent Letter
- Handwriting Master 20 (optional)

Write _____

l



Write _____

 l



o	l	y	l
l	e	l	b
n	l	d	l
l	j	m	l

Save Photos and Quizzes to _____

Worksheet 1

Dear Parent/Guardian:

The year your child will be entering begins learning to read. As a teacher, parent, or teacher will learn to recognize and pronounce most letter combinations and their corresponding sounds. Although you should not expect your child to fully enjoy reading during this year, he/she can begin developing the important skills.

Good readers can read quickly, accurately, and expressively. They know how to read in an appropriate pace, how to attend to punctuation, and how to group words into meaningful phrases. By reading accurately and expressively, good readers can see and hear how words and sentences relate to one another which allows them to comprehend on the meaning of the text.

Learning to read takes time and practice. You can do several things to help your child become a fluent reader. One of the most important is to read aloud to your child daily, so that he/she can hear what good reading sounds like.

You can also help your child by working with him/her on fluency word lists that will be used later throughout the year. These practice pages will help your child learn to recognize words so that they appear often in print. From him/her, please read the words with the star on each word to help with pronunciation.

Finally, when you and your child read together, use the following activities to help him/her become a fluent reader:

- Read an entire text to your child a few times, and discuss new words he/she might not understand.
- Help your child underline or highlight words that are difficult for him/her to read.
- Help your child remember to use punctuation as he/she reads—by pointing at the end of sentences. For example, by tracing the path of his/her hand at the end of a sentence.
- Read a text aloud so that your child can hear how it should sound. Then read it in silence with your child. Study and make with punctuation or negative text are especially useful in this strategy as well.
- Read a text aloud with your child, taking turns reading two sentences at a time.
- After your child has learned a text, have him/her practice reading it to you. Encourage your child to speak clearly and loudly enough to be heard and understood.
- Help your child read dialogue expressively, in a way he/she thinks the character would sound if speaking.

Remember, your involvement and encouragement are important factors in your child's success. Reading with your child and following these practices will be a rewarding experience.

Sincerely,

Ms. [Name] | [Address] | [City, State, Zip]

© [Year] by [Publisher Name]

[illegible]



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CONTENTS



Teacher's Manual, Volume 2

Lessons

LESSON OVERVIEW TAB: LESSONS 51–60

WEEK 13	Lesson 51:	The Letter <i>R</i>
	Lesson 52:	The Letter <i>R</i>
WEEK 14	Lesson 53:	The Letter <i>K</i>
	Lesson 54:	The Letter <i>K</i>
	Lesson 55:	The Letter <i>K</i>
	Lesson 56:	The Letter <i>K</i>
WEEK 15	Lesson 57:	The Letter <i>B</i>
	Lesson 58:	The Letter <i>B</i>
	Lesson 59:	The Letter <i>B</i>
	Lesson 60:	The Letter <i>B</i>

LESSON OVERVIEW TAB: LESSONS 61–70

WEEK 16	Lesson 61:	The Letter <i>U</i>
	Lesson 62:	The Letter <i>U</i>
	Lesson 63:	The Letter <i>U</i>
	Lesson 64:	The Letter <i>U</i>
WEEK 17	Lesson 65:	The Letter <i>Z</i>
	Lesson 66:	The Letter <i>Z</i>
	Lesson 67:	The Letter <i>Z</i>
	Lesson 68:	The Letter <i>Z</i>
WEEK 18	Lesson 69:	The Letter <i>C</i>
	Lesson 70:	The Letter <i>C</i>

LESSON OVERVIEW TAB: LESSONS 71–80

WEEK 18	Lesson 71:	The Letter <i>C</i>
	Lesson 72:	The Letter <i>C</i>
WEEK 19	Lesson 73:	The Letter <i>E</i>
	Lesson 74:	The Letter <i>E</i>
	Lesson 75:	The Letter <i>E</i>
	Lesson 76:	The Letter <i>E</i>

WEEK 20	Lesson 77:	The Letter Y
	Lesson 78:	The Letter Y
	Lesson 79:	The Letter Y
	Lesson 80:	The Letter Y
LESSON OVERVIEW TAB: LESSONS 81–90		
WEEK 21	Lesson 81:	The Letter D
	Lesson 82:	The Letter D
	Lesson 83:	The Letter D
	Lesson 84:	The Letter D
WEEK 22	Lesson 85:	The Letter V
	Lesson 86:	The Letter V
	Lesson 87:	The Letter V
	Lesson 88:	The Letter V
WEEK 23	Lesson 89:	The Letter J
	Lesson 90:	The Letter J
LESSON OVERVIEW TAB: LESSONS 91–100		
WEEK 23	Lesson 91:	The Letter J
	Lesson 92:	The Letter J
WEEK 24	Lesson 93:	The Letter X
	Lesson 94:	The Letter X
	Lesson 95:	The Letter X
	Lesson 96:	The Letter X
WEEK 25	Lesson 97:	The Letter W
	Lesson 98:	The Letter W
	Lesson 99:	The Letter W
	Lesson 100:	The Letter W
LESSON OVERVIEW TAB: LESSONS 101–110		
WEEK 26	Lesson 101:	The Letter Q; Combination qu
	Lesson 102:	The Letter Q; Combination qu
	Lesson 103:	The Letter Q; Combination qu
	Lesson 104:	The Letter Q; Combination qu
WEEK 27	Lesson 105:	The Rule $\hat{v} \rightarrow$
	Lesson 106:	The Rule $\hat{v} \rightarrow$
	Lesson 107:	The Rule $\hat{v} \rightarrow$
	Lesson 108:	The Rule $\hat{v} \rightarrow$

WEEK 28	Lesson 109: Digraph ck Lesson 110: Digraph ck
LESSON OVERVIEW TAB: LESSONS 111–120	
WEEK 28	Lesson 111: Digraph ck Lesson 112: Digraph ck
WEEK 29	Lesson 113: Digraph sh Lesson 114: Digraph sh Lesson 115: Digraph sh Lesson 116: Digraph sh
WEEK 30	Lesson 117: Digraph th Lesson 118: Digraph th Lesson 119: Digraph th Lesson 120: Digraph th
LESSON OVERVIEW TAB: LESSONS 121–130	
WEEK 31	Lesson 121: Digraph oo Lesson 122: Digraph oo Lesson 123: Digraph oo Lesson 124: Digraph oo
WEEK 32	Lesson 125: a consonant e Lesson 126: o consonant e Lesson 127: i consonant e Lesson 128: u consonant e; e consonant e
WEEK 33	Lesson 129: Digraph ch Lesson 130: Digraph ch
LESSON OVERVIEW TAB: LESSONS 131–140	
WEEK 33	Lesson 131: Digraph ee Lesson 132: Digraph Review
WEEK 34	Lesson 133: Combination ar Lesson 134: Combination or Lesson 135: Combination er Lesson 136: Combination Review
WEEK 35	Lesson 137: The Rule vc cv Lesson 138: The Rule vc cv Lesson 139: The Rule vc cv Lesson 140: The Rule vc cv

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Program Overview

- › Scope and Sequence
- › Instructional Overview
- › Index

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Handwriting Instruction

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Resources for Differentiation

- › Resources for Differentiation Booklet
- › Resources to Support English Learners

Lessons 1–50



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Parent Letter Masters

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Color Words Masters

Recording Form Masters

Lessons 51-60 Overview

	LESSON	NEW CONCEPTS	REVIEW CONCEPTS
51	The Letter R Pages 1-6		• develop awareness that words are made of syllables • count syllables • match capital and lowercase letters • connect letter s to the sounds /s/ and /z/ • directionality, title, author, page number • read and spell <i>vc</i> words and words with blends • read words with twin consonants • spell high frequency words
52	The Letter R (Oral Assessment 11) Pages 1-4		• blend phonemes • identify capital R and lowercase r • short vowel rule (<i>vc</i>) • read and spell <i>vc</i> words
53	The Letter K Pages 1-6	• reading and spelling consonant k	• recognize rhyming words • connect letter r to the sound /r/ • connect letter f to the sound /f/ • read <i>vc</i> words, words with blends, and words with twin consonants • read high frequency words
54	The Letter K Pages 1-5		• manipulate sounds within words • identify capital K • read <i>vc</i> words • recognize capital and lowercase letters
55	The Letter K Pages 1-8	• quotation marks • speaker tag	• produce rhymes • produce words with the same rime • match capital and lowercase letters • read and spell <i>vc</i> words and words with blends • read and spell high frequency words • comma • identify letter names and sounds
56	The Letter K (Oral Assessment 12) Pages 1-5	• recognize letter sounds • identify position of letter sounds in words	• identify capital K and lowercase letter k • short vowel rule (<i>vc</i>) • read and spell <i>vc</i> words
57	The Letter B Pages 1-7	• reading and spelling consonant b • recognize that new words are created when you add or remove letters	• develop awareness that sentences are made of words • count words in sentences • connect letter r to the sound /r/ • connect letter f to the sound /f/ • read and spell <i>vc</i> words, words with blends, and words with twin consonants • read and spell high frequency words
58	The Letter B Pages 1-4		• produce words that contain specific sounds • identify capital B • identify initial sounds • connect letters to their sounds
59	The Letter B Pages 1-7	• exclamation point	• segment compound words • recognize that new words are created when you add or remove letters • match capital and lowercase letters • read and spell <i>vc</i> words and words with blends • read words with twin consonants • read and spell high frequency words • title, author, and illustrator
60	The Letter B (Oral Assessment 13) Pages 1-4	• identify the initial, medial, and final positions of sounds in words	• identify capital B and lowercase b • read <i>vc</i> words and words with blends

The Letter R

LESSON

51



LESSON PREPARATION

MATERIALS

- Letter Tile r
- Letter Tiles (in containers)
- Review Decks
- Worksheet 51
- Decodable Reader 4 (Frog Ran)
- colored pencils

BEFORE CLASS

- Add the **Letter Tile r** to each container.



Decodable Reader 4



ENGLISH LEARNER SUPPORT

SUPPORT ARTICULATION: Substantial Some English learners may have difficulty perceiving and pronouncing the differences between the vowel sounds /ā/ and /ō/ in similarly spelled words, such as rot and rat. Model the sounds /ā/ and /ō/ while describing the mouth positions. Then have children practice saying the words rot and rat using a mirror to check their own mouth position.

Lesson Warm-Up

Alphabet Activity

OBJECTIVE: To use kinesthetic response to practice the alphabet

- Have children stand where they can march.

"Let's march around the room. Every time we put a foot down, we'll say a letter of the alphabet. We'll say the letters in order."

- Recite the alphabet as children march.



ALTERNATE ACTIVITY: As you recite the alphabet together, have children pat their knees once for each letter.

Recite the alphabet while marching around the room.

Phonological/Phonemic Awareness

OBJECTIVE: To develop awareness that words are made of syllables and to determine the number of syllables in words

"Let's play a game. Every time we hear a syllable in a word, we'll jump."

Have children echo words and jump for each syllable.

"Ready? Echo and jump for this word: la ... bel." la ... bel (two jumps)

"How many syllables are there?" two

- Repeat with the following:

gum	nine·teen	five
pur·ple	pup·pet	or·ange
six	hun·gry	stu·dent

Daily Letter and Sound Review

OBJECTIVE: To practice letter recognition, letter sounds, and sight words

- Quickly review the **Letter**, **Picture**, and **Sight Word Decks**.

Spelling Sound Review

OBJECTIVE: To practice spelling letter sounds and words

- Seat children where they can work with the **Letter Tiles** easily.
- Distribute the **Letter Tile** containers. Tell children which side to use, and have them lay their tiles in a row.
- Quickly review the **Spelling Deck**. Children should echo the sounds, name the letters that make them, and move the appropriate tiles to another row. (Make sure children move the correct tiles.)
- Select words from the **Spelling Word List** that children can spell using their tiles. Choose from the list only previously taught words and words that do not require duplicate **Letter Tiles**.
- Have children spell the following sight words with their **Letter Tiles**, and remind them to refer to the caterpillar word wall if necessary:

of to

- Assist any children who need help.
- Have children spell additional phonetic words from the caterpillar word wall before you collect the **Letter Tile** containers.

Application and Continual Review

- Seat children in small groups where they can write comfortably.
- Distribute **Worksheet 51**.

"Look at the letters in the boxes on your worksheet. Do you see any r's?" yes

- Have children draw a line between the capital and lowercase r's in the box. Then have them draw lines between other matching capital and lowercase letters.

"Turn your paper over. Look at the words by #1. Circle the word 'rot.' "

Quickly review the **Letter**, **Picture**, and **Sight Word Decks**.

Quickly review the **Spelling Deck**, using the **Letter Tiles**.

Have children spell words from the **Spelling Word List**.

Have children spell sight words using the **Letter Tiles**.

Distribute **Worksheet 51**.

Have children match capital and lowercase r's in the box.

For #1–#4, have children circle these words: rot, rat, rap, ran.

- Repeat with #2 (rat), #3 (rap), and #4 (ran).

"Look at the words at the bottom of your paper."

"Read these words to someone at home tonight."

- Try to call each child to your desk during the day to read the words in the High Frequency Word Box. Children must learn to recognize these words quickly in order to become fluent readers.
- Check each child's worksheet and have him/her correct it.
- Have children put their worksheets in their **Homework Folders**.

Check each child's worksheet.

Decodable Reader: Print Awareness

- Hold your copy of **Decodable Reader 4** (*Frog Ran*) upside down as you direct children's attention to the cover of the book. Wait for children to correct your error.

"Right. I must be careful to hold my book the right way so I can read the words. Are you holding your books the right way so you can read the words?" various answers

- Point to the title.

"What do we call the name of a book?" the title

"Right! The name of a book is its title."

"What kinds of letters do we use at the beginnings of people's names?" capital letters

"Correct! We use capital letters at the beginning of people's names. Since the title is the book's name, we use capital letters in the title too. We write capital letters for the first and last words in a title and all the other important words."

"Which words in this title have capital letters?" "Frog" and "Ran"

- Point to the author and illustrator bylines as you read them aloud to children.

"Maryann Dobeck is the author of this book. What did she do?" wrote the book

"Priscilla Burris illustrated the book. What does that mean?" drew the pictures

- Distribute **Decodable Reader 4** (*Frog Ran*).

"Open your books to page 8."

"How can you tell that you are on page 8?" the number at the bottom of the page

- Point to the exclamation point on the page.

This mark is an exclamation point. The writer uses this mark to make a strong statement. Listen as I read the sentence."

Review title and use of capital letters.

Discuss author and illustrator bylines.

Distribute **Decodable Reader 4** (*Frog Ran*).

Preview exclamation point.

Review the temporary sight words "The End."

Review coding and reading the word "is."

- Read the sentence aloud, using strong emotion as you read.



NOTE: The exclamation point will be taught in greater depth in Lesson 59.

"I see two words that signal that the story is over. Which words are they?" The End

- Write the following on the board and point to the i:

is

"How do we code this vowel?" short; breve

"Why?" followed by a consonant

"Can anyone read this word?" is

"Did you notice that the letter s sounds like /z/?"

"Remember, the letter s can make two sounds, /s/ and /z/."

"When you see a word that ends with the letter s, try the /s/ sound first. If it doesn't sound right, try the /z/ sound."

"You'll see the word 'is' in your reader today."

Decodable Reader: Understanding the Story

- Ask children to open their books and read the story independently. Continue with the following questions when children finish:

"Who is winning the race at the beginning of the story?" Frog

"Why do you think Frog is winning the race?" He hops fast. Pig runs slowly.

"What did Frog do when Frog got to the top of the hill?" stopped to rest

"Do you think Pig really wants to win this race? Why?" Yes, he keeps running when he gets hot.

- Distribute some colored pencils to each child, and have children color the pictures.



REMINDER: A teacher, parent, or guardian should read the comprehension questions aloud and have children answer them. (Comprehension questions are not decodable. Although some may enjoy the challenge, children should not be expected to read them.)

- Keep the **Decodable Readers** at school for practice. Send them home when children can read them easily.

Have children read their books independently. When children finish reading, ask questions about the story. (If desired, read the questions at the back of the story to children.)

Allow children to color the readers.

OPTIONS FOR DIFFERENTIATION

● SUPPORT

For children who struggle to read words with letter *r*, including children who show signs of dyslexia, help them practice identifying words with *r*.

- Give each child a set of **Letter Tiles** and a highlighter.
- Use the **Rr Wall Card** to review capital *R*, lowercase *r*, and the /*r*/ sound.
- Write the word *ran* on the board and ask children to name each letter and the sounds they make. Have children chorally blend the sounds to read the word.
- Have children use **Letter Tiles** to write the word *ran*. Offer support as needed.
- Pass out **Decodable Reader 4** (*Frog Ran*).
- Tell children to look for letter *r* in words. When they find a word that contains letter *r*, they should highlight the word. Have children place **Letter Tile r** in front of them for reference.
- When children have found all the words with letter *r* in **Decodable Reader 4**, have them partner up and work together to spell the words they found with their **Letter Tiles**. Observe children as they work and offer support as needed.

■ REINFORCE

For children who are learning to blend sounds, have them practice blending sounds into words.

- In advance, create two hopscotch boards using tape or chalk on the floor. The boards should be next to each other but facing opposite directions. One hopscotch board should contain nine squares and the other should contain either seven or ten squares.
- Write one letter in each box of the hopscotch board, either using chalk or by taping index cards into the box. For the first board, use letters *f*, *r*, *o*, and *g* in order until you get to the last box. In the last box, write the full word *frog*.
- Repeat for the second board, using the letters *r*, *a*, and *n* to spell *ran*.
- Tell children how to play the game. "Say the sounds of the letters as you hop on them. Blend the sounds when you hop on more than one letter at a time."
- Have children take turns hopping up and down each board.

▲ EXTEND

For children who have mastered reading words with letter *r*, challenge them to quickly read and slap words with letter *r*.

- In advance, write each of the following words on a separate paper plate with a marker: *frog*, *rag*, *ramp*, *prop*, *trot*, *rap*, *grass*, *rip*, *sprint*. Set out a flyswatter.
- Tape the paper plates to the wall in three rows of three. Review each word with the children.
- Have children line up in front of the words. Give the first child in line the flyswatter. Explain that when you say a word, the first child in line will quickly run to the wall and slap the word with the flyswatter.
- Say one of the words and have the first child run to the wall and slap the word.
- If they choose the correct word, have the child hand the flyswatter to the next child and go to the back of the line. If the child chooses an incorrect word, help the child find the right word.
- Play until each child has had four or five turns.

School/Home Reinforcement

- Send the following home with children at the end of the day:
 - Worksheet 51
 - Decodable Reader 4 (if the child can read it easily)

Name _____

Rr 

Letter Recognition:

R	F
s	t
T	r
f	S
A	a

P	I
h	H
i	o
n	p
O	N

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Word Recognition:

1. rot top log pot
2. rag fat rat ram
3. ram sap nap rap
4. man ran fan pan

High Frequency Word Box

if	of	its
to	him	

Dear Parents/Guardian:
The words in the box are some of the words that occur most frequently in print. To help your child become a more fluent reader, have him/her practice reading these words to you.

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