

- 6 Words to spell: *cuff, well, kiss*
- 7 Circle the correct friends for *c* and *k*.

Lesson 2 Question Marks

(Pages 3, 4)

LTR 106-5

Objectives

- recognize question marks
- learn Key Words: *question mark, underline*

Class Preparation

- board: *Was (student's name) sick?*



Review

- capitalize names of people
- capitals *M-Z*
- any vowel can say /ə/
- *is* and *are*: use *is* when talking about *one*; *are* when talking of *more than one*
- alphabet



Key Words: *question mark, underline*

NEW Question Mark

We have learned about periods and where they belong in a sentence. Where does a period go? Why do we use a period? (*To tell us to stop and because it is a telling sentence.*) Today we will learn something new for the end of a sentence. Sometimes we ask questions. When a sentence asks something, put a question mark at the end.

Question Marks
Lesson 2

Question Marks

Is the horse big? ← question mark

What color is the book?

1 Circle the question marks.

Is Mom here?

Do you like cake?

Are you happy if you obey?

Is the cat under the bed?

2 Put the question marks.

Is Dad at the job?

Did the pup get wet?

Can you pet the cat?

When will you come?

question mark
underline

3

Read the sentence on the board. Is it asking something? Since this sentence asks something, we call it a *question*. The mark at the end is a *question mark*. Demonstrate what a question mark looks like. Can you answer the question? What are some questions you might ask? Write some of the questions on the board and let the students tell you what punctuation mark to put at the end. Use the term *question mark* often so the students become familiar with it.



Look at the sentences at the top of your page. *Is the horse big?* Does this ask something? Do you see a question mark? Who would like to answer this question? Write answers on the board and demonstrate that the answer needs a period. Follow the same procedure with the second question.

1 Circle the question marks. Emphasize that your students take time to read the sentences to themselves or read them orally as a class.

2 Put the question marks in the sentences. Students may find question marks difficult to write. Demonstrate how on the board. Students can practice on the chalkboard or a sheet of paper to help them learn the flow of the question mark.



3 Write the names. Put a capital letter.

We Remember

4 Write a sentence. Put a period. Discuss the picture of Tim in the snow. Discuss how the sentence could be completed. Options: *Tim is happy. Tim is glad. Tim is running.* Students should trace gray letters in LightUnit. If students suggest words they cannot spell, help them apply the skills they have learned to spell the words. To help them spell *running*, ask “How do you write *run*? What comes next?”

5 Underline the letters that say /ə/.

6 Match the capital and lowercase letters.

Lesson 2


3 Write the names. Put a capital letter.

jill bob sam

Jill Bob Sam

We Remember

4 Write a sentence. Put a period.



Tim is _____

Answers may vary.

5 Underline the letters that say ə.

some quiet the robin seven was

6 Match the capital and lowercase letters.

U	r	X	w	Y	t
R	s	W	x	T	z
S	u	V	v	Z	y

4

Lesson 3 Consonant Digraph: sh; Alphabet (Pages 5, 6)

LTR 106-6

Objectives

- learn about consonant digraphs
- learn consonant digraph *sh*
- alphabetize group of letters
- answer questions orally in complete sentences
- learn Key Words: *alphabet, consonant digraph, order*

Class Preparation

- board: *consonant digraph*
- board: *c, a, b; f, g, e*
- Language Arts Wall Chart “Beginning and Ending Consonant Digraphs”
- Alphabet chart or the alphabet written on the board



Review

- capitalize names of people and beginning of sentences
- double *f, l, s, z* at the end of a short vowel word
- Key Words: *question mark, underline*
- questions and question marks



Organize the Learning to Read Sound Cards (short vowels and consonants) in alphabetical order on the wall. From now on, first graders should have the whole alphabet displayed somewhere so they can easily refer to it. If there is no room to display the wall cards, alphabet desk strips may be used.



Key Words: *alphabet, consonant digraph, order*

Consonant Digraph: *sh*; Alphabet Lesson 3

sh

 fish	cash shade rush shock mesh shut	 sheep
--	---------------------------------------	--

1 Circle the consonant digraphs.

shake	shame	rush	shut	lash
scash	mas	shave	cash	wish

The Alphabet

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

2 Write the alphabet sets in order.

e	d	f	b	c	a	g	i	h
d	e	f	a	b	c	g	h	i

alphabet consonant digraph order

5

≧ **NEW** ≦ Answering Questions in Complete Sentences

When someone asks you a question, what do you do? Usually we give a short answer. Ask “What color is the sky?” Accept simple answers. Today we want to learn how to give an answer with a complete sentence. So if you ask, “What color is the sky?” I would reply with a complete sentence and say “The sky is blue.” If you ask, “What is her name?” (Point to one of your girls.) I would reply, “Her name is ____.” I repeat part of the question that was asked to answer in a complete sentence.

Give some simple questions and help the students to answer with complete sentences. If they can do this orally with ease, the later step of writing answers will not be as difficult.

Sample questions for practice:

“What is your favorite game?”

“What do you like to eat?”

“What is your father’s name?”

“What color is your house?”

“What did you eat for breakfast?”

≧ **NEW** ≦ Consonant Digraphs

In reading class you have learned consonant sounds and short vowel sounds, but there are other sounds to learn. Look at these words. Point to *consonant digraphs*. Who can tell me what it is? A *consonant digraph* is two consonants put together to make a new sound.

≧ **NEW** ≦ Consonant Digraph: *sh*

Write *sh* on the board. What are these letters? Let students blend the two sounds. Because these two letters are a consonant digraph, they make a new sound. When we put /s/ and /h/ together we do not say /s//h/. We say /sh/.

When the baby is sleeping and you are too noisy what does your mother say? Lead them to say /sh/. These two letters put together say the same thing that your mother says when she wants you to be quiet.



Let’s read some more words with our new consonant digraph. Read the words in the box.

❶ Circle the consonant digraph in each word. For more practice, read the words aloud.

≧ **NEW** ≦ Writing in Alphabetical Order

Alphabet is another word for the ABCs. Look at the letters of the alphabet on the board (or chart, or wall cards). Let’s say them together.

Look at the three letters. Point to the board. Are these letters in the same order as when we say our ABCs? Let's put them in the right order. Which one will we put first? Which one comes after *a*? Which one will come next? Let's say the three letters together. We wrote these letters in *alphabetical order*. *Alphabetical* means "ABC order." Follow the same procedure with the *f*, *g*, *e*.



In the second box, look at the alphabet. I will call out a letter and you see how quickly you can put your finger on the correct letter. Children love this game, and it will sharpen their skills.

2

Write the alphabet sets in order. Be sure students understand that they will only alphabetize a set of three at one time.



3

Make dot-to-dot pictures. Color the pictures.

4

Put the question marks. Demonstrate again how to make a question mark. Read the sentences to yourself as you put the question marks. What does your voice do when you read a question out loud? (*It goes up.*) Do you remember what your voice does at the end of a telling sentence? (*drops*) For more practice, students could orally answer these questions with complete sentences.

We Remember

5


Underline *is* or *are* to make the sentences correct. Circle the capital letters. Remember it is important to teach students to do one thing at a time and check each box as they go.

6

Circle the vowels. Underline the consonants.


Consonant Digraph: sh; Alphabet
Lesson 3

sh



fish

cash	shade
rush	shock
mesh	shut



sheep

1 Circle the consonant digraphs.

shake | shame | rush | shut | lash
scash | mash | shave | cash | wish

The Alphabet

a b c d e f g h i j k l m
n o p q r s t u v w x y z

2 Write the alphabet sets in order.

e d f | b c a | g i h

d e f | a b c | g h i

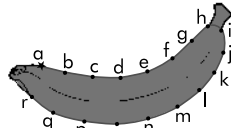
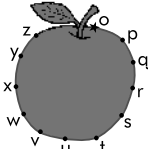
alphabet consonant digraph order

5

Lesson 3

3 Make dot-to-dot pictures.

Color the pictures.

4 Put the question marks.


Are you at the shop? Is the baby quiet?
Did Tom have the pup? Should you obey Mom?

We Remember

5 Underline *is* or *are*.

Circle the capital letters.

The man is, are kind.
The job is, are fun.
Bob and Sam is, are at home.



6 Circle the vowels. Underline the consonants.

o o c u i e n r a d h o

6

Objectives

- learn the long vowel rule
- take Language Arts 102 Quiz 1

Class Preparation

- Language Arts Wall Chart “Long Vowel Sounds”
- board: *cone, rake*
- Language Arts 102 Quiz 1 for each student



Review

- alphabetical order
- consonant digraph *sh*
- Key Words: *alphabet, consonant digraph, order*
- questions and question marks
- answering questions with complete sentences

Sample questions:

“How old are you?”

“How many people are in your family?”

“What color is your house?”

“What is the weather today?”

≡ **NEW** ≡ Long Vowels

What sounds do the five short vowels have? (/ă, ě, ĩ, օ, ũ/) Now what is another sound for /ă/? /ə/ They have learned that all vowels have the /ə/ sound. There is a third sound the vowel *a* makes. Sometimes a says its own name, /ā/. This is called the *long vowel sound*. Today we will learn two long vowels: /ā/ and /ō/.



Recite the rhymes you learned in Learning to Read for the long vowels.

We mark long vowels with a macron. Demonstrate with *cone* and *rake*. Does the *e* say anything? No, it is silent. The Long Vowel Rule says: *An e on the end of a word is silent and makes the first vowel long.*



Calling the silent *e*, Mr. E, makes an impression with the students. Mr. E can do some amazing things. He can reach over one letter and tap the vowel to help it remember to say its long sound.



Look at the first picture: *rope*. What long vowel sound do you hear? Why? (*Mr. E taps him*) What mark is on the *o*? What is the other picture? Follow the same procedure with *gate*. Read the words in the box.

1 Read the directions. What is the first word in No. 1? What long vowel sound do you hear? What mark will we put on it? Does the *e* say anything? Read the words individually or as a class when you have finished marking them.

2 Words to spell: *wave*, *bone*, *yoke*, *shell*, *shade*, *rash*. Remind students to add the silent *e*.



3 Connect the dots in alphabetical order. Students may color the picture if they have spare time.

We Remember

4 Students will underline the words that are spelled correctly.



Language Arts 102 Quiz 1

Use this checklist to prepare students for Quiz 1:

- capitalize names of people and beginning of sentences
- any vowel can say /ə/
- capital letters
- periods: used at the end of a sentence

Long Vowels; Quiz 1 Lesson 4

Long Vowels



rope

cāke hōme
rāke cōne



gate

1 Put a $\bar{\cdot}$.

māke cōne rōpe cāme bāke

2 Write the words.



wave

bone

yoke



shell

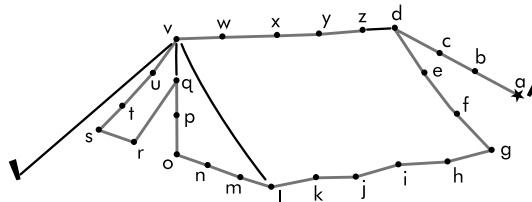
shade

rash

Lesson 4

3 Make a dot-to-dot picture.

Color the picture.



We Remember

4 Underline the words.

ff ll ss zz

puff	fiz	cuff	mess
kis	<u>buzz</u>	bell	buz
Benn	<u>miss</u>	bas	<u>fuzz</u>

- *is* and *are*: use *is* when talking about *one*; *are* when talking of *more than one*
- care of books: Keep neatly on shelf, do not use thick bookmarks, turn pages correctly, do not write in them or bend pages.

25 Administer Quiz 1

Have students write their name and the date neatly at the top.

Read the directions for the first section and allow students to complete the work. Repeat for the following sections.

LA 102
Quiz 1

Name _____

Date _____

80
100

Score _____

102-1


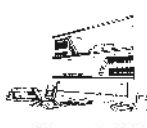


1 Circle the words that need capital letters. (4 points each possibility) [24]

(sam) pill (don) fat (dick) (tim)

2 Underline the letters that say θ . (3 points each.) [18]

come run some was seven the

3 Circle the good pictures. (4 points each possibility) [16]

4 Underline *is* or *are*. (3 points each.) [12]

Put the periods. (3 points each.) [12]

Circle the capital letters. (3 points each.) [18]

Sam and Bon is, are here.
Tittle Tim is, are sad.

Jane is, are at the lake.
The duck is, are yellow.

25

Lesson 5 Consonant Digraph: th

(Pages 9, 10)

LTR 106-8

Objectives

- learn consonant digraph *th*
- recognize two sounds for *th*

Class Preparation

- Language Arts Wall Chart “Beginning and Ending Consonant Digraphs”
- Alphabet chart or the alphabet written on the chalkboard

Review

- long vowel rule: *An e on the end of a word is silent and makes the first vowel long.*
- alphabetical order
- consonant digraph *sh*

- Key Words: *alphabet, consonant digraph, order*
- capitalize names of people and beginning of sentences
- answering questions in complete sentences

Sample questions:

“What is your favorite color?”

“Who is your Sunday school teacher?”

“Where does your grandma live?”

≡ **NEW** ≡ **Consonant Digraph: *th***

Today we will learn a consonant digraph that can have two sounds. The consonant digraph *th* has one sound that is very quiet. You hear the quiet /*th*/ in *thorn* and *tooth*. Put your tongue between your front teeth and blow out gently. Demonstrate and then let them imitate you. You should not make any noise in your throat. The /*th*/ sound can be found at the beginning, middle, or end of a word. Where do you hear /*th*/ in *thorn*? Where do you hear /*th*/ in *tooth*?



Let's read some more words with our new consonant digraph. Read the words in the box.

- ① Circle the consonant digraphs. To reinforce the sound, read the words aloud.

≡ **NEW** ≡ **Consonant Digraph: *th***

We just learned that the consonant digraph *th* can have a quiet sound. But it can also have a loud or noisy sound. You hear the noisy /*th*/ in the middle of *father* and *mother*. Emphasize the /*th*/ in each word. To say the noisy /*th*/ put your tongue between your teeth, but instead of blowing out, you make a noise in your throat. Demonstrate and then let them imitate you.




Students can hold their fingers to their throat and feel the buzzing sound of /*th*/.

Since the sounds are spelled the same we need to show which one to use when we work with them. The /*th*/ is a noisy sound, so we will put a little line under it. The /*th*/ is a quiet sound, so we will not underline it.

Consonant Digraph: *th*
Lesson 5


th



thorn

with
thick

math
thin




tooth

① Circle the digraphs.

ba <i>th</i>	<i>th</i> in	s <i>h</i> one	s <i>h</i> ade	<i>th</i> ick
pa <i>th</i>	ha <i>sh</i>	s <i>h</i> ape	ma <i>th</i>	s <i>h</i> ame

th




father

that

them

then



mother

② Circle the digraphs to make words.

th <u>th</u> ___em	th <u>th</u> ___is	th <u>th</u> ___at
th <u>th</u> ___e	<u>th</u> <u>th</u> ___in	th <u>th</u> ___en
th <u>th</u> ___an	<u>th</u> <u>th</u> ___ick	<u>sh</u> th ___ed

9

☺ The /th/ sound “tickles” the tongue. To help the student recall the diacritical marking, tell them the line under the /th/ marking is their tongue and they need to tickle their tongue with the sound.

Take turns reading the words in the word box emphasizing the noisy /th/ sound.

Review digraphs already learned. Recite in a simple rhythm: *sh* says /sh/ in *sheep*, *th* says /th/ in *thorn* and /th/ in *them*. Add to this chant as you learn more digraphs.

Reciting in rhythm aids in memorization. When learning digraphs or other sounds, recite in the same order each day.

2 Circle the digraphs to make words. Read the directions with the students and make sure they understand what to do. Your students should read the words aloud because the /th/ sound is difficult to hear when whispering.



3 Words to spell: *thin, thick, gate*

4 Put a macron on the long vowels. Read the words individually or as a class.




We Remember

5 Put a question mark at the end of each sentence. Review how to make question marks. How will your voice sound at the end of a question? Demonstrate with your hand.

6 Alphabetical order: students should trace the *h* and write the next five consecutive letters. Circle the vowel.

Lesson 5

3 Write the words.

thin

thick

gate

4 Put a macron.

hōpe	dīve	cōke	tāke	bāle
mīle	cāne	māze	bīke	pōke

We Remember

5 Put the question marks.

Was Tim in bed?

Are you kind to Mike?

6 Write the letters that come after *h*.

Circle the vowel.

h

i

j

k

l

m

10