

Lesson 19 WH

Objective

This lesson teaches phonogram wh and words beginning with wh.

You Will Need

- ☐ *Leap into Reading* pages 141-145
- ☐ Phonogram Card 33
- ☐ letter tile wh
- ☐ Word Cards 90-99

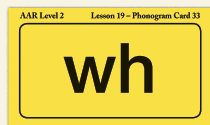
Before You Begin

Preview Phonogram WH

Phonogram wh says /hw/ as in *white*. Read the following examples and listen for the /hw/ sound.

white when why which whale

In many regions, the difference between wh and w is subtle. The wh is said with more breath. If you hold your hand in front of your mouth, you should be able to feel your breath as you say the /hw/ sound.



When we practice the Phonogram Card for wh, we say “/hw/.” If there is no difference between the w and wh phonograms in your region, you can change the wording on Phonogram Card 33 to read “/w/, two-letter /w/.” This will help distinguish between w and wh.



The wh tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the wh phonogram sound. When we use the wh letter tile, we say the sound /hw/. If the phonogram sounds like /w/ in your region, say only the sound /w/. To facilitate blending, we don't say the second part, “two-letter /w/.”

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

Review

(continued)

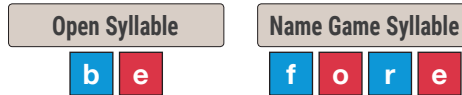


Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

Previous Concepts

Build the following word with letter tiles. Have your student divide the word using the One Consonant Tile syllable division rule, label with syllable tags, and read.

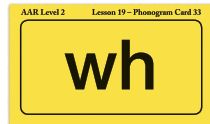
before



New Teaching


Teach New Phonogram WH

Hold up the wh Phonogram Card.



“W-h says /hw/. Repeat after me: /hw/.” Hold up your hand to feel your breath as you say the sound. *Student repeats the sound.*

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

Move the wh tile into the workspace. 

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sound accurately.



Your student may enjoy reviewing this and other phonograms with the “Feed the Monster” activity. For instructions, look for this icon in Appendix L.

New Teaching

(continued)



Store the wh Phonogram Card behind the **Review** divider and review the flashcard at the beginning of the next lesson. Doing so will help you better determine if your student has really mastered the phonogram.

It often seems as if a student has mastered a new card during the reading lesson, but when you revisit that card in a day or two, it becomes obvious that she really hasn't.

It often takes multiple sessions to master a new phonogram.

Blend Sounds with Letter Tiles

Build the word *when*.



"I'll sound out this first word, and then you'll sound out the next word."

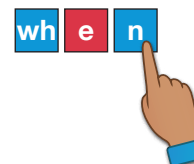
Touch under the wh and say /hʷ/.



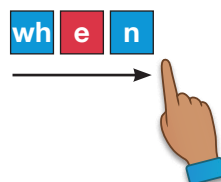
Touch under the e and say /ě/.



Touch under the n and say /n/.



Now go back to the beginning of the word. Slide your finger under the letters wh-e-n and say *when* slowly.



New Teaching

(continued)

Finally, read the word *when* at a normal pace as we do when we speak.

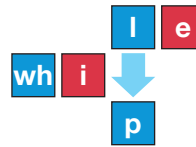
Using the same blending procedure, have your student sound out the word *whip*.



Leave the word *whip* in the workspace.

Play “Change the Word”

“I’m going to change the last part of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *while*.

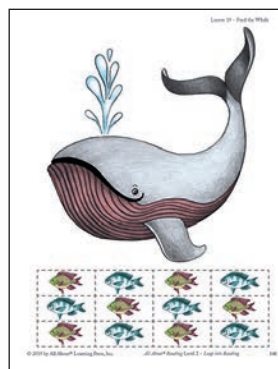
Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

while → white → which* → whim → why → whale

*Use the ch tile for *which*.

Complete Activity Sheet

“Let’s feed some whales!”



Feed the Whale

Remove pages 141-142 from the *Leap into Reading* activity book.

Cut out the fish cards and place them in a pile with the words facing down. Cut the dashed line on page 142 to form the whale’s mouth.

Have your student select a fish card and read the word on the back. If she reads the word correctly, she can feed the hungry whale by inserting the fish into the whale’s mouth. If she reads the word incorrectly, return the fish to the pile for your student to try again.

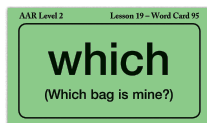
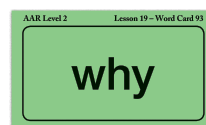
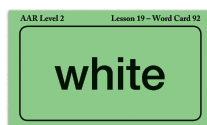
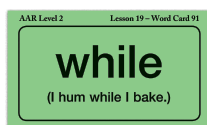
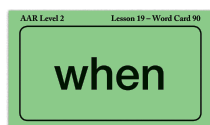
Continue until the whale has eaten all the fish.

New Teaching

(continued)

Practice Reading Words

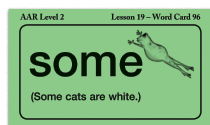
Have your student practice reading the words on Word Cards 90-95.



File the Word Cards behind the Review divider in the Reading Review Box.

Teach Four Leap Words: *some, something, come,* and *what*

Show Word Card 96 to your student.



"This word is *some*, as in *Some cats are white*. The letter o says its fourth sound, /ŭ/. The e is silent, but it doesn't make the o say its name. It doesn't follow the rules that you have learned so far, so it is a Leap Word."

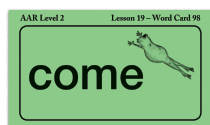
Show Word Card 97 to your student.



"This is a compound word. What are the two smaller words?" *Some* and *thing*.

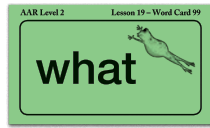
"Good. *Something*, as in *You dropped something*."

Show Word Card 98 to your student.



"This word is *come*, as in *Come to my house for dinner*. The letter o says its fourth sound, /ŭ/. The e is silent, but it doesn't make the o say its name. It doesn't follow the rules that you have learned so far, so it is a Leap Word."

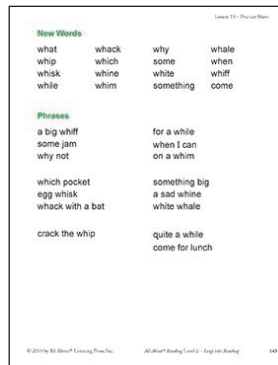
Show Word Card 99 to your student.



“This word is *what*, as in *What is your name?* The a doesn’t say the sound we expect it to, so this is a Leap Word. What does the a say in this word?” /ŭ/.

Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 143-145 in the activity book.

Have your student read from the Practice Sheets.



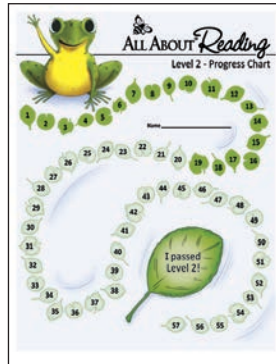
To engage your student in the fluency exercises, play the game “Swat the Words.” For instructions, look for this icon in Appendix K.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Mark the Progress Chart



Have your student mark Lesson 19 on the Progress Chart.



Ooh, I love WH words!
They really spin my lily pad!
Without them, we wouldn't have

whirlybirds,
whortleberries,
whippersnappers,
wheelbarrow rides,
and whatchamacallits!

Well, I'm off to whistle while I work.
Whibbit, whibbit!

Lesson 20 Read “Whale Songs”

Objective

In this lesson, students learn about text features, read a short story, identify the main character, and discuss the characters.

You Will Need

- ☐ *Leap into Reading* pages 147-149
- ☐ *What Am I?* book

Before You Begin

Preview Text Features

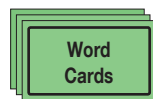
In today’s activity, your student will create a small reference booklet that highlights the use of subheadings, captions, bold print, and a glossary.

You can help your student gain skills in locating important information by using other reference books with him, such as cookbooks, atlases, and encyclopedias. Point out features such as the table of contents, icons, and charts.

Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



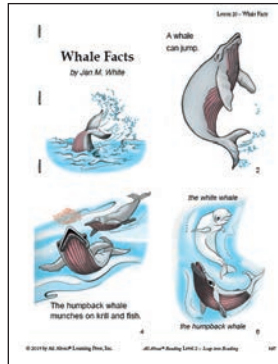
Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Are you remembering to shuffle the Word Cards before reviewing them? Make sure your student practices words with a variety of patterns.

Complete Activity Sheet

“Today’s story is about a whale. Before we read the story, let’s find out some facts about whales.”



Whale Facts

Remove pages 147-148 from the *Leap into Reading* activity book.

Cut along the dotted lines on page 148. Stack the cards in numerical order with the cover page on top and staple the book together as indicated. Have your student refer to the book as you ask the following questions.

Point to the cover page. “What is the title of this book? Who is the author?”

A few of the words on page 1 are not decodable yet (such as *types* and *glossary*), so you will read this page to your student.

“Turn to page 1. This is the table of contents. This page tells us what’s inside the book: *Whale Facts*, *Two Types of Whales*, and *Glossary*. Let’s say that we wanted to learn about different types of whales. In this table of contents, we learn that the information we want to find is on page 6.”

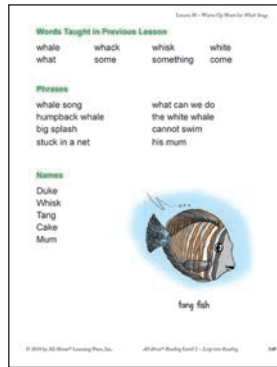
Have your student turn to page 2 and encourage her to read pages 2 through 5.

“Now turn to page 6 and read the words next to the illustrations. These words are known as the *caption* of the photo. They describe the illustration.”

“Turn to page 7. This is a *glossary*. A glossary is a list of words and definitions. It is like a dictionary, but a glossary only includes words that appear in a particular book. If you come across an unfamiliar word while reading, you can turn to the glossary for information. What does the word *pod* mean? Look in the glossary for the answer.”

Point to the bold text on the glossary page. “See how these words are darker? This is *bold* text. Writers sometimes use bold text to bring attention to something important.”

Read the Warm-Up Sheet for “Whale Songs”



Turn to page 149 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Whale Songs.”

Teach Vocabulary and Activate Prior Knowledge

Point out the last phrase on the Warm-Up Sheet: *his mum*. “*Mum* is another word for *mother*. Other words for *mother* are *mom*, *momma*, *ma*, and *mommy*. What do you call your mother?”

Point out the tang fish on the Warm-Up Sheet. “*Tang fish* are a colorful saltwater fish. They are between two inches and sixteen inches long. Some are striped and some have spots. Because tang fish are so pretty to look at, some people keep them in home aquariums.”

“Have you ever wanted to do something big and important? Has anyone ever told you that you’re too young or too small to do a big thing?”

“In our next story, a young humpback whale wants to do something big, but he is just a small whale. Let’s find out what happens.”

Read “Whale Songs”

“Turn to page 119 in your reader and read ‘Whale Songs’ aloud.” Discuss your student’s ideas for the questions below as you come to them.

After page 127: “Do you think Wade the crab will hear the song and come to help?”

After page 130: “Why do you think Duke swims off with a splash?”

New Teaching

(continued)

Discuss the Characters

“What could have happened to Whisk the white whale if his friends hadn’t come to help him?”

“Who do you think is the main character in this story?” *Answer: Duke.*

“Can you explain why Duke is the main character?” *Answers may include: He is the most important character in the story. The story is about him. He is the hero.*

“There are four more characters in ‘Whale Songs.’ Can you name them all?” Encourage your student to look back at the story if she can’t remember the characters’ names.

Consider recording your student as she reads the story again. It can be really helpful for kids to hear themselves reading—and having a recording session can be lots of fun! Just be sure to record a “hot” reading, not a cold reading.



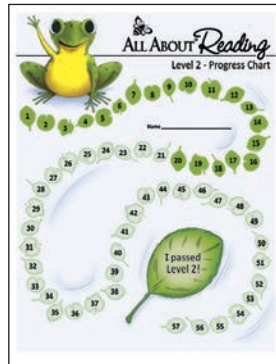
After recording, let your student assess her own work. How did it sound? Was it natural or choppy? Too fast, too slow, or just right? Did she pay attention to punctuation? Encourage her to notice one thing she did well and one thing that needs improvement. Then she can practice and re-record to see if she improved.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Mark the Progress Chart



Have your student mark Lesson 20 on the Progress Chart.

