Day 1

Phonemic Awareness

Pre-Teach

Heurist 3: Say the Sounds

Put your fingers on your chin. Touch your chin. Listen to the word chin. Repeat the word, stressing the beginning /ch/ sound. Now say chin. What sound do you hear at the beginning of the word (chin)? Let’s make that sound together. (ch) /ch/. I say other words that begin with (ch). I want you to cheer after you hear each word. Say, “chin, chin, chin.”

Introduction (ch) as an onset sound in the same way, using the word truck. Have students touch their noses as they repeat the following words: sandwich, bench, lunch, match.

Segment and Blend Sounds

Listen to me say the word. Say, “chin.” Then repeat, separating the word into onset and rime (ch/ in). Have students repeat the word and then, as you say each word part, put down a block. I can say each part separately, or I can blend them together like this. Push the blocks together as you say the word. Now let’s say some other words. I’ll tell you the word and you say the two parts, then you blend them together to say the word. Use the blocks as students repeat the onset and rime in each word, then blend the parts together.

ch (chair) (ch) - (air)
ch (inch) (ch) - (inch)
ch (catch) (ch) - (catch)
ch (inch) (ch) - (inch)

During

Phonemic Awareness

In the Demonstrative activity, beginning and early intermediate level students may not be able to decipher what time they, teeth, and you are doing. Describe the placement of your own tongue, teeth, and jaw, and ask students whether there is in the same position. For example, My tongue is behind my teeth. Is your tongue behind your teeth?

During

The Craft activity, have students repeat each word before cheering or touching their nose.

Follow-Up

Review words in the rhyme that students may not understand. Then give pictures and partner work. Have students repeat the words and then write out when possible. Have them point to the appropriate pictures.

punch (show a picture or a peach)
cherry punch (show a picture of a cherry punch)
cheesecake (show a dessert)
cheese (show a loaf)

change (not changing around the room)

Glossary (3) Blackline Master 3.31: Is it important to students in understanding the rhyme. Review the directions, and help beginning level students as necessary.

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Blend Sounds

Point to the word chin on the board. Remind students that the letter ch makes a single sound. When you hear the letter ch, ask students to blend the sounds and read the word. While the word lunch breaks on the board and repeat the process.

Teach High-Frequency Words

Write whole and underline the words. Give students commands to illustrate the words. Point to each word as you say it, and model the action. Clap hands before you sit down, say the sentence using each word, and ask students to point to the word. Write word on the board, and point it as you ask.

What do you want? Have students answer using the sentence frame. “I want...”

During

Sound Center

During this activity, use words with which the students are familiar. Beginning and early intermediate level students gain confidence from working with words they already have introduced.

Follow-Up

Assess students’ understanding. Write the following words on the board:

cherry lunch punch chip

Ask students to point to the letters that make up the /ch/ sound in each word. Then read the words with students.

Bend Sounds

Point to the word chin on the board. Remind students that the letters ct makes a single sound. When you hear the letters ct, ask students to blend the sounds and read the word. While the word cent breaks on the board and repeat the process.

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Assess students’ understanding. Write the following words on the board:

cent lunch punch cent

Ask students to point to the letters that make up the /ct/ sound in each word. Then read the words with students.

Blend Sounds

Point to the word cent on the board. Remind students that the letters ct makes a single sound. When you hear the letters ct, ask students to blend the sounds and read the word. While the word cent breaks on the board and repeat the process.

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Point to the word cent on the board. Remind students that the letters ct makes a single sound. When you hear the letters ct, ask students to blend the sounds and read the word. While the word cent breaks on the board and repeat the process.

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