Day 1: Phonemic Awareness

Pre-Teach

Phoneme Segmentation

Practice saying the short vowel sound /e/ as you say each word. Students learn that one vowel sound can be heard in many words. Give students a piece of paper to say each word and make the /e/ sound. Then ask students to record the sound and write the letter /e/ inside the sound model. Repeat for other vowel sounds.

Follow-Up

Review the rhyme in the target language that students may not understand. Have students look at the pictures and partner words. How many sentences do you hear and after they have then possible. Have them there point to the appropriate picture.

Phonics

Blending Sounds

Teach the children to blend sounds. Place the letter models on the board, and give students a unit-

• the letter /a/ in red ink.
• the letter /u/ in blue ink.
• the letter /c/ at the beginning of this word. /o/ /m/ /p/ is at the end of words. Use

• the word “fish” to help students practice reading words that begin and end with /ch/.

Apply and Assess

Provide multiple readings of the decodable book for the skills in this lesson. Check the students’ ability to read words with the /ch/ sound and read new words. Use these words:

Touch your chin.

Clap your hands before you say each word. Say: child, chair, cheese.

Introduction (5): At an end sound in the same way, using the word “ache.” Have students trace the word. Have them repeat the word using the word “ache.”

Day 1: Phonics

Blending Sounds

Teach the children to blend sounds. Place the letter models on the board, and give students a unit-

• the letter /a/ in red ink.
• the letter /u/ in blue ink.
• the letter /c/ at the beginning of this word. /o/ /m/ /p/ is at the end of words. Use

• the word “fish” to help students practice reading words that begin and end with /ch/.

Apply and Assess

Provide multiple readings of the decodable book for the skills in this lesson. Check the students’ ability to read words with the /ch/ sound and read new words. Use these words:

Touch your chin.

Clap your hands before you say each word. Say: child, chair, cheese.

Introduction (5): At an end sound in the same way, using the word “ache.” Have students trace the word. Have them repeat the word using the word “ache.”

Day 1: Phonics

Blending Sounds

Teach the children to blend sounds. Place the letter models on the board, and give students a unit-

• the letter /a/ in red ink.
• the letter /u/ in blue ink.
• the letter /c/ at the beginning of this word. /o/ /m/ /p/ is at the end of words. Use

• the word “fish” to help students practice reading words that begin and end with /ch/.

Apply and Assess

Provide multiple readings of the decodable book for the skills in this lesson. Check the students’ ability to read words with the /ch/ sound and read new words. Use these words:

Touch your chin.

Clap your hands before you say each word. Say: child, chair, cheese.

Introduction (5): At an end sound in the same way, using the word “ache.” Have students trace the word. Have them repeat the word using the word “ache.”