When Practice High-Frequency (and?) Place the or and and have students group the pictures in a pocket or have students name to have Day 2

Sort Words on the board. Point to the word and Repeat with other words with Blend Sounds Have students read each word and use it in a Have students name Stress each I think Segment and Blend Sounds (hör, /k/); Blend Sounds Repeat, having students identify the Stock the center with these Picture ELL Is the vowel sound in "giraffe" "Giant giraffes are not short but tall." Did you hear \( /\text{a}/ \) \( /\text{û}/ \) \( /\text{d}/ \) \( /\text{d}/ \) \( /\text{d}/ \)?

Is the vowel sound in "giraffe" "Giant giraffes are not short but tall." Did you hear \( /\text{a}/ \) \( /\text{û}/ \) \( /\text{d}/ \) \( /\text{d}/ \) \( /\text{d}/ \)?

Preview identifying words with specific sounds from the rhyme. targeted sounds in these words:

remind students that you hear at the end of listen as I read the title again. What vowel sound do you hear in Large birds called storks perch in a tree.

Cute, furry mice are not big but small. controlled vowel 10 minutes

birds 5 minutes

cute 5 minutes

Play a guessing game with students. Give a clue for a word chart by the give students practice hearing the targeted sound from this Apply and Assess I'm thinking of something that a girl (controlled

--controlled. Coach giant

large

of words:

thorn sort harm park fur burn her perch

Write the rhyme "The Best By Far" on chart paper. As you read thru the words and tell me if you hear the hard or soft sound word: /b/ /ûr/ /d/,

Say a word with an and for hard and soft and write the sounds.

Think Aloud Day 1

Day 2

Phonics Afternoon and Say the Sounds Preview identifying words with specific sounds from the rhyme. Listen as I read the title of the rhyme: "The Best by Far? Did you hear the /a/ /ûr/ /d/ sound at the end of far? (2)

Now listen as I read the first line of the rhyme. "Giant giraffes are not short but tall." Did you hear the /g/ /û/ /d/ sound at the beginning of giant and gather (2)?

Continuous reading from the rhyme and asking questions about sound.

In the vowel sound in short /b/ /ûr/ /d/ (2)

is the beginning sound in coat /k/ /ûr/ /d/ (2)

Do you hear /g/ /û/ /d/ in plane and And (2)

Do you hear /g/ /û/ /d/ at the end of bag (2)

Do you hear /g/ /û/ /d/ in shape (2)

Is the vowel sound /b/ /ûr/ /d/ in the middle of porch (2)

During

Segment and Blend Sounds

In Demonstrations and Coach, as you segment the sounds, ask questions such as the following to guide students as they blend the sounds.

Listen. Do you hear /g/ /û/ /d/ at the beginning- /k/ /ûr/ /d/? Do you hear /g/ /û/ /d/ at the end- /k/ /ûr/ /d/?

Do you hear /g/ /û/ /d/ in the middle- /k/ /ûr/ /d/?

What letter stands for \( /\text{a}/ \)? \( /\text{û}/ \)? \( /\text{d}/ \)?

Follow-Up

Review vocabulary from the rhyme with which students may be unfamiliar. Show pictures or make a chart of giraffe, mouse, shark, on orange, or, and a shaggy dog. Discuss the pictures and make up the rhyme. Ask students building them to hold them up when they hear that word.

Discuss A Blanket Master. It is supposed to support student understanding of the rhyme. Review the directions, and help beginning level students as necessary.

During

Blend Sounds

While using the Coach activity, as you run your students take turns blending sounds of words on the board, have volunteers point to each sound as it is blended.

Follow-Up

Assess students’ understanding. Take down the Phonics Element Cards and pictures displayed for reference in the whole class lesson Connect Sounds with Symbols. (ar, er, or, or, or, ch, sh, th, th) yoghurt shirt, sort, short, sure, sure, sure,

Cat, Coat, Goat, Goal, Cent, Cease, Gem,

Brain, Form, Harm, Park, Fur, Burn, Her, Perch

Coach

giant

is followed by

\( /\text{a}/ \) \( /\text{û}/ \) \( /\text{d}/ \).

Practice High-Frequency Words

Before practicing the previously learned high-frequency words again, say number, once, upon, soft, and arts, check students’ ability to read and correctly pronounce the words. Write the following sentences on the board and have students take turns reading them aloud.

He will write that number again.

Once upon a time, a little bear was very

frightened in school quite early.

During

Sort Words

During the Apply activity, reinforce vocabulary comprehension by asking students to make up a sentence for the word. You may want to begin the early intermediate level students a choice of words to add to a column in the table. For example: Where would you write star-under for or for? Guide students as needed in spelling words.

Follow-Up

Provide reading practice of the decodable book for the skills in this lesson. Check for students’ ability to read words that have the phonics elements reviewed in this lesson by having students read aloud from Lessons: You also may wish to check comprehension of the concept in the box by having students share the names of the seasons they read. In what weather do they have, and where they live during each of the seasons.

1. Name many times does the Earth turn around the sun each year?

2. Use your hand to show how the Earth tilt.

3. When is more daylight, in the spring or in the summer?

4. In what season does school start?

5. What season do you like best? Why?

You may wish to add beginning level students yes or no questions.

Read Decodable Book

Briefly discuss weather and seasons with students, reminding them that the seasons are: winter, fall, summer, and spring. Relate the seasons to months of the year. Then use the whole class lessons to teach the decodable book. Encourage English language learners to read lessons independently after instruction. If needed, give extra extra listening and reading support. Create a classroom recording of the take-home decodable book. Either read the book aloud or play the recording. You can also have students read parts of the decodable book aloud to you. Encourage to make students recognize and read words from the book that contain the controlled vowel sounds and hard and soft \( /\text{d}/ \) and \( /\text{d}/ \) sounds, such as ar, bird, city, coast, corner, garden, large, and autumn.

Day 1

Phonics Awareness

Pre-Test

Connect Sounds to Symbols Display the following Phonics Element Cards and matching pictures that contain the sounds. Review each phonetic sound and identify the pictures. Keep the cards displayed for reference if students need help identifying the sounds during the whole-class activities.

ar-stand ar-short ar-spring ur-see ur-sang ur-sung ur-rose

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ar-stand ar-short ar-spring ur-see ur-sang ur-sung ur-rose

Day 2

Phonics

Pre-Test

Element Card.

Think Aloud

Day 1

Phonics

Pre-Test

Connect Sounds to Symbols Display the following Phonics Element Cards and matching pictures that contain the sounds. Review each phonetic sound and identify the pictures. Keep the cards displayed for reference if students need help identifying the sounds during the whole-class activities.

ar-stand ar-short ar-spring ur-see ur-sang ur-sung ur-rose

Review and Monitor - Whole Class Lesson

Day 2

Phonics

Pre-Test

Element Card.

Think Aloud

Day 1

Phonics

Pre-Test

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Review and Monitor - Whole Class Lesson