During Segment and Blend Sounds

In Demonstrates 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 /j/ or /k/ at the beginning– /är/ or /ûr/?
Do you hear /j/ or /k/ at the end– /är/ or /ûr/?
Do you hear /j/ or /k/ in the middle– /är/ or /ûr/?

Follow-Up
Review vocabulary from the rhyme with which students may be unfamiliar. Show pictures or make a traffic jam of traffic cones, check, shirt, or an oragami fish, and a slinky dog. Describe the pictures and make the rhyme. Ask students building teams to hold them up where they hear that word.

Distribute Unit Blackline Master 7.2. Support students in understanding the rhyme. Review the directions, and help beginning grade students as necessary.

Phonics

Pre-Teach
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 /j/ or /k/ sound at the end of far? (j) Now listen as I read the first line of the rhyme, “Can giant giraffes perch in a tree.” Giant giraffes perch in a tree. Did you hear the /j/ or /k/ sound at the beginning of giant and perch? (j)

Continue reading lines from the rhyme and asking questions about sound.

Is the vowel sound in short /är/ or short /ûr/? (j)
Is the beginning sound in short /är/ or short /ûr/? (j)
Do you hear /j/ or /k/ in pepper and Ant? (j)
Do you hear /j/ or /k/ at the end of boy? (j)
Do you hear /j/ or /k/ in orange or snack? (j)
Is the vowel sound in short /är/ or short /ûr/ in the middle of part? (j)

Practice High-Frequency Words

Before practicing the previously learned high-frequency words again, encourage every, own, sport, and ed, 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.

We will write that chapter again.
Once upon a time, a big bear was away.
I read a school quite often.

During Blend Sounds

While I’m thinking of something that a girl

Try to say the sounds in other words. Repeat the procedure having students tell you whether the targeted sounds in these words:

torn, port, born, hurl, dirt, fern, yarn, harm, bark.

Listen to these words as I say the sounds in other words. Repeat the procedure having students tell you whether the targeted sounds in these words:

cake/coat, goat/goal, cent/cease, gem/barge.

When I see the letters /är/, /j/, /ûr/, and /k/, I know that

Listen as I read the title again. What vowel sound do you hear in the beginning of far? (j)

I will walk to school again today.

Apply and Assess

Assess students’ understanding. Take down the Phonemic Element Cards and pictures displayed for reference in the whole class lesson. Connect Sounds to Symbols in Symbolic (ace, air, er, or, e, i, er, y, and /j/). Ask students to identify patterns in the sound and the matching Phonetic Element Cards. When I see the letters /är/, /j/, /ûr/, and /k/, I know that

I’m thinking of something that a girl

Listen as I say the sounds in other words. Repeat the procedure having students tell you whether the targeted sounds in these words:

torn, port, born, hurl, dirt, fern, yarn, harm, bark.

Try to say the sounds in other words. Repeat the procedure having students tell you whether the targeted sounds in these words:

cake/coat, goat/goal, cent/cease, gem/barge.

Read Decodable Book

Briefly discuss weather and seasons with students, reminding them that the seasons are winter, fall, spring, and summer. Make the rhyme for the rhyme. Come to the board and write the rhyme for the rhyme.

Phonics

Read the book aloud or play the recording. You can have a few students read parts of the decodable book aloud to you. Monitor to make sure students recognize and can read words from the book that contain the

- controlled vowel sounds and hard and soft /c/ and /g/

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 and middle intermediate levels a student’s choice of words to add in a column written in their. For example: Where would you write star–under for far or fall? Guide students as needed in spelling words.

Follow-Up

Provide reading practice of the decodable book for the skills in the lesson. Check students’ ability to read words that have the phonemic elements reviewed in this lesson by having students read aloud from sentences. You also may wish to check comprehension of the concept in the book by having students share the names of the seasons they did, the kind of weather they had, and where they live during each of the seasons.

Day 2

Phonics

Pre-Teach

Introduce some of the skills from the previous day. Hold up one of the following Phonemic Element Cards: ace, air, er, or, e, i, er, y, and /j/.

Say the sound the letters represent and ask a volunteer to give an example of a word with that sound. Repeat for all cards.

Review and Monitor

ELL

Hear and Say the Sounds

Pre-Teach

Is the vowel sound /är/ or /ûr/ in the middle of part?

Listen as I read the title again. What vowel sound do you hear in the middle of part?

Listen as I say the sounds in other words. When I see the letters /är/, /j/, /ûr/, and /k/, I know that

Listen as I read the title again. What vowel sound do you hear in the middle of part?

Listen as I say the sounds in other words. Repeat the procedure having students tell you whether the targeted sounds in these words:

torn, port, born, hurl, dirt, fern, yarn, harm, bark.

Listen to these words as I say the sounds in other words. Repeat the procedure having students tell you whether the targeted sounds in these words:

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Read Decodable Book

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Phonics

Read the book aloud or play the recording. You can have a few students read parts of the decodable book aloud to you. Monitor to make sure students recognize and can read words from the book that contain the

- controlled vowel sounds and hard and soft /c/ and /g/

Day 1

Phonics

Pre-Teach

Connect Sounds to Symbols

Display the following Phonemic 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 remembering the sounds during the whole class activities.

ar–shark
ir–shirt
g–sponge, dog
ar–giant
g–giraffe
ir–giraffe

Read the words with students and have them identify the

On the board write word pairs with

ar–shark
ir–shirt
g–sponge, dog
ar–giant
g–giraffe
ir–giraffe

Think Aloud

Write the word

Write two

and

Write the word

Write the word

Write the word

Write the word

Write the word

Write the word

Element Card.

Review and Monitor

ELL

Hear and Say the Sounds

Pre-Teach

Is the vowel sound /är/ or /ûr/ in the middle of part?

Listen as I read the title again. What vowel sound do you hear in the middle of part?

Listen as I say the sounds in other words. Repeat the procedure having students tell you whether the targeted sounds in these words:

torn, port, born, hurl, dirt, fern, yarn, harm, bark.

Listen to these words as I say the sounds in other words. Repeat the procedure having students tell you whether the targeted sounds in these words:

cake/coat, goat/goal, cent/cease, gem/barge.