Day 1 Phonics Awareness

Pre-Teach How and Why to 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 /j/ or /g/ sound at the end of far? (/g/) Now listen as I read the first line of the rhyme. “Giant giraffe gave a jump. /g/” Did you hear the /j/ or /g/ sound at the beginning of giant and gether? (/j/) Continue reading lines from the rhyme and asking questions about sounds.

In the vowel sound in short /êr/ or /ûr/ (/û/) Is the beginning sound in short /ôr/ or /ûr/ (/û/) Do you hear /g/ or /j/ in place and gether? (/j/) Do you hear /g/ or /j/ at the end of gether? (/g/) /g/ Do you hear /g/ or /j/ in caged? (/j/) Is the vowel sound in /j/ or /g/ or /ûr/ in the middle of /g/ (/g/)

During Segment and Blend Sounds
In Dramatize 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 /g/ at the beginning? —/û/ or /ô/? (/j/) Do you hear /g/ or /j/ at the end of /û/ or /ô/? (/j/) Do you hear /g/ or /j/ in the middle of /û/ or /ô/? (/j/)

Follow-Up Review vocabulary from the rhyme with which students may be unfamiliar. Share pictures or make a graphic, mouse, shark, or orange cat, and a scary dog. Distribute the pictures and words and revisit the rhyme. Ask students building them to hold them up where they hear that sound.

This is a Blackline Master. I’ll support students in understanding the rhyme. Review the directions, and help beginning deaf students as necessary.

Day 2 Phonics

Pre-Teach Connect Sounds to Symbols
Display the following Phonics Element Cards and matching pictures that contain the sounds. Review each phonics sound and identify the pictures. Keep the cards displayed for reference as students read. Help reminding them of the sounds during the whole-class activities.

ar-stand /ôr/-short /ôr/-gopher, dog /ôr/-spoon, chop /ôr/-cage, arm /ôr/-far, car

Practice High-Frequency Words
Before practicing the previously learned high-frequency words again, change, number, once, sport, and art, 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 number again.

Then, upon a time, a blue hour came away.

Feel within school quite today.

During Blend Sounds
While using the Coach activity, as you or 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 to Symbols in Symbolic (ar, er, or, or, g), and /ô/ shepherd yogurt short, /ôr/, short, /ôr/, and /ûr/.

Give each student copies of those cards, and have them match the Phonics Element Cards with the picture that has the same sound.

Day 2 Phonics

Pre-Teach Reinforce some of the skills from the previous day. Hold up one of the following Phonics Element Cards: ar, er, or, or, or, g, e. Say the sound the letters represent and ask a volunteer to give an example of a word with that sound. Repeat for all cards.

Read Decodable Book
Briefly discuss weather and seasons with students, reminding them that the seasons are winter, spring, and summer. Introduce the seasons in months of the year. Then use the whole class to brainstorm the decodable book. Encourage English language learners to read books independently after instruction. If needed, open the extra listening and reading support. Create a classroom routine of reading the title before decodable book话说.

Eld read the book aloud or play the recording. You can have a class read parts of the decodable book aloud. Students might make students note the important words in the book and use methods to share the card-controlled vowel sounds and hard and soft /ô/ and /û/.

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 teaching and early intermediate level students a choice of words to add to a column in the column with the following: For example: Where would you write star under far or far? Card students as needed in spelling words.

Follow-Up Provide reading practice of the decodable book for the skills in the lessons. Check students’ ability to read words that have the phonics element reviewed in this lesson by having students read aloud from Lessons. You may also wish to check comprehension of the concept in the back of this book to assess the level ofuede students reach during the course of the seasons. They need the least knowledge of weather and when they line during each of the seasons.

1. How many times does the Earth go around the sun each year? 2. How does earth move about the Earth’s tilt? 3. When is there more daytime, in the spring or in the summer? 4. What season does school start each? 5. What season does you like? Why? You may wish to ask beginning deaf students yes or no questions.