Review and Monitor

or

and

Day 2

Write the words (Gear Up!, Level E)

and

Then write all the words on the board. Ask students to

— My favorite chore is washing the floor.

by Glen Rounds (Holiday House)

Have students think of rhyming words

and

Write each

. (I can write a number.)

and

— My favorite chore is washing the floor.

can also be confusing. Students may:

Review and Monitor • Whole Class Lesson

will walk away

walk

2.

Dictation Practice

2.

1.

Dictate the following review words and high-frequency

sentences with rhyming words that have

controlled vowel sounds or soft or hard

Once upon a time

curved

c

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Independent Practice

Spelling Practice

Review the high-frequency words

• Review and produce the hard and soft sounds of

New words that are essential to understanding the rhyme are introduced

day time.

Distinguishing the hard and soft sounds in words such as

huge sharks

and

trading books can be good

and

Classroom Materials

dictionaries, cards, masks, drums, shaker, fuzzy dog

Objectives

• Review and produce /k/ and /s/ sounds.

• Review and produce the hard and soft sounds of /g/ and /z/

• Associate the /k/ controlled vowel sounds with their corresponding letters.

• Recognize, read, and spell words with /k/ controlled vowel sounds.

• Build words with /k/ controlled vowel sounds with the letters /k/ and /g/.

• Practice and review previously taught high-frequency words.

• Write words with the review skills.

• Understand the meaning of vocabulary words that represent the phonetic elements of the lessons.

Pro/Check

Use this activity with students who are beginning and early readers. Students identify words that have /k/ and /s/ sounds and associate the sounds with words. They practice and review previously taught high-frequency words.

Repeat with Phonemic Element Cards:

• /k/ and /g/ and the following words:

\[ \text{cat, mat, sat, milk, ask, ink, ink, bank, sink, ask, } \]

• /s/ and /z/:

\[ \text{hat, mat, sat, ask, ink, ink, bank, sink, ask, } \]