Review and Monitor for specific strategies to support giant, gate, cat, by Joanna Cole (Random House Books)

—Let’s run in this race.
(Gear Up!, Level D)

Have students write the word that names each picture.
(Gear Up!, Level E)

Students cut out the pictures at the bottom. Read aloud each line of the rhyme, stopping at the words giant, gate, cat.

Day 2
—A lion is a large animal.

Have students think of rhyming words

Have students write a word from the box to complete each sentence.

Write each r.

and

and

and

Follow-up

Pair students with an English-speaking buddy. Write the letters ar, er, or r, and have the child. Have partners find words for r-controlled vowel in books and underline them down to share. Share the class. The child might want to use the books for words with hard and soft r.

Follow-Up

Write the following words on the board: pond, corn, run, bird, Oscar, stop, rose, give.

Have students make up and sentences using one of the words listed, such as, the farm grew in the pond.

Beginning and early intermediate-level students can make up sentences using one of the words listed or work collaboratively with a partner.

Objectives

Review and produce r-controlled vowel sounds.

Review and produce the hard and soft sounds of ar and er.

Associate the r-controlled vowel sounds with their corresponding letters.

Recognize, read, and spell words with r-controlled sounds.

Build words with r-controlled vowels and words with r and g.

Practice and review pronunciation of high-frequency words.

Write words with the review skills.

Understand the meaning of vocabulary words that represent the phonetic elements of the lesson.

Pre-Check

Use this activity with beginning and early intermediate-level students to assess students’ familiarity with sounds of r-controlled vowels and hard and soft r and g. Students who are not at or above the intermediate level should complete the Pre-Check activity for the whole class.

How many times do you hear the sound /är/ in the words given? (/är/ is a r-controlled vowel sound. It is white with a black
cage, corn, twirl.)

Have students choose the word from a pair that matches a specific Phonemic Element Card. Hold up Phonemic Element Card at Which word has this /är/ sound? (horn) Which word has this /är/ sound? (horn)

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Day 2 Spelling & Writing Connection

Spelling & Spelling & Writing Connection

Spelling and Dictation Practice

Encourage intermediate and above-level students to participate with the whole class. Give students who experience difficulty the shortest list of words and dictation sentences.

Shorter dictation words:

1. Shape—My pet giraffe is in a cage.
2. chair—My favorite chair is made of wood.
3. shady—Shade has shade.
4. again—Will you read the poem again?

Number—What number comes after two?

Dictation practice: The goat came in first place.

Interactive Writing

To provide additional practice, have small groups of students read aloud the book. Arrange a different r-controlled vowel sound or hard or soft r around each group member. As each member takes a turn reading aloud, have the other members of the group list words with their assigned sound. Have each student write a sentence using one or more of the words from the list.

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