Day 2

**Spelling & Writing Connection**

You may use this complete part of the lesson during your writing and/or spelling time.

**Review High-Frequency Words**

Review the high-frequency words again, away, number, songs, over, and. Write these sentences on the board and have students identify the words for each word. Then have students say the spelling words in sentences. Have a huge white chart. Also see in the sky.

Notice, partners work collaboratively to note their own sentences with spelling words that have the controlled vowel sound /ar/ in circles. Then have these words in sentences. Ask students to note each sound.

**Apply and Assess**

**Independent Practice Use the Blockline Master.** Have students read sentences with controlled vowel sounds. Write these sentences on the board and have students identify each sound.

**Word Center** Have students work in pairs to make word webs with a controlled vowel sound and the hard and soft sounds of /g/ and /k/. Have students understand the following sentences as the words complete the page during center time.

**Writing and Publishing Center** Write each controlled vowel sound and an example word or chartpage. For example, /a/ sound. Write students that they will each make three pages for a class book of words with a controlled vowel sound. Have students write each controlled vowel sound and example words on the top of each page. Ask students to write in a word on the word web with the controlled vowel sound as they use for each page. Underline these words. These combine these pages together into a class book.

**Wrap Up**

As you say each sound, have students identify the vowel sound in circles. Write the words on the board. Ask students to read each word. Have students write the words on the board and have students identify the words for each word. Then have students say the words in sentences. Have a huge white chart. Also see in the sky.

**Use** the Management System CD-ROM for practice and assessment on the skills in this lesson.

**Use** the online version of the Management System CD-ROM this week and study at home.

**Reinforce**

- Have students work with the interactive sections of the decodable books. For the Interactive Decodable Books Print and CD-ROM.
- Use the Decodable Books Print and CD-ROM to practice and diagnose students. Write the words on the board. Ask students to read each word. Have students write the words on the board and have students identify the words for each word. Then have students say the words in sentences. Have a huge white chart. Also see in the sky.

**Lesson 59 Blockline Masters pp. 164-166**

**Post & Check**

**Bookshelf**

The following Wright Group and trade books can be good resources for reviewing r-controlled vowel sounds and the hard and soft /g/ and /k/.

**Word Group Books**

My Camera (Gear Up!, Level 2) By Carol Gillard (Gear Up!, Level 2)

Wash (Gear Up!, Level 1)

**Trade Books**

Hear The Words! (Rewards House Books for Young Readers) By Ann Martin Studio By Glenn Rounds (Holiday House)

The Magic Horse (Where’s Ukulele? Merton A. McIlwheon)

**The Wright Skills**

Objectives

- Review and produce r-controlled vowel sounds.
- Review and produce the hard and soft sounds of /g/ and /k/.
- Associate the r-controlled vowel sounds with their corresponding letters.
- Associate the sounds /k/ and /s/ with and the sounds /g/ and /zh/ with.
- Recognize, read, and spell words with the letters c and g.
- Read words with r-controlled vowel sounds and words with the letters c and g.
- Practice and review previously taught high-frequency words.
- Write words with the controlled vowel sound and the hard and soft sounds of /g/ and /k/.

- controlled vowel sounds can be challenging for English language learners. If pronouncing them, students may still say, drop /r/ sounds.

- distinguishing the hard and soft /g/ and /k/ sounds in words such as giant, giant, and center can also be challenging. Students may:

  - substitute /k/ for the hard /k/ and substitute /zh/ for the hard /g/ and substitute /sh/ for the soft /g/ and substitute /s/ for the hard /g.

- See the Program Overview for pronunciation strategies.

- Write the following sentence on the board, read it aloud.

  Farn saw a huge cow and a nice pig curled up in the dirt in the barn.

**The Wright Group**

As an following a vowel gives the vowel a sound that is different from its usual short or long sound. The letters c and g can stand for the hard and soft sounds.

In this lesson, students will review the controlled vowel sounds and the hard and soft sounds of c and g. They will hear, read, and explore the sounds in the initial, medial, and final positions in words. They will also connect the sounds to letters.

**Spur of the Moment**

Sounds throughout the day, say one of these sounds from this lesson. Ask students to name as many sounds as they can.

**Wrap Up**

As you say each sound, have students identify the vowel sound in circles. Write these words in sentences. Have a huge white chart. Also see in the sky.

Ask students to note each sound.

**Objectives**

- Review and produce r-controlled vowel sounds.
- Review and produce the hard and soft sounds of /g/ and /k/.
- Associate the r-controlled vowel sounds with their corresponding letters.
- Associate the sounds /k/ and /s/ with and the sounds /g/ and /zh/ with.
- Recognize, read, and spell words with the letters c and g.
- Read words with r-controlled vowel sounds and words with the letters c and g.
- Practice and review previously taught high-frequency words.
- Write words with the controlled vowel sound and the hard and soft sounds of /g/ and /k/.

r-controlled vowel sounds can be challenging for English language learners. If pronouncing them, students may still say, drop /r/ sounds.

Distinguishing the hard and soft /g/ and /k/ sounds in words such as giant, giant, and center can also be challenging. Students may:

- substitute /k/ for the hard /k/ and substitute /zh/ for the hard /g/ and substitute /sh/ for the soft /g/

- See the Program Overview for pronunciation strategies.

- Write the following sentence on the board, read it aloud.

  Farn saw a huge cow and a nice pig curled up in the dirt in the barn.