Spelling & Writing Connection

Interactive Writing
Work together with the students to write rhyming sentences. Write these words on the board: shant, mite, snipe, bone, sage, ing, dink. Have students think of rhyming words for each word. Then help them re-write these rhyming words in sentences. Use a huge white sheet. It is also small.

Partner work collaboratively to write their own sentences with rhyming words that have -controlled vowel sounds on the hard or soft sound of a vowel. Apply and Assess
Independent Practice Use the Blackline Master 6. Have students read and write sentences with words that have -controlled vowel sounds and the hard and soft sound of a, g, and r. Read the students the sentences from the first three rows. Then complete the page during center time.

Word Choice Have students write in rhymes to write words for each controlled vowel sound and for the hard and soft sounds of a, g, and r. Have students understand the meaning of these words. Write these words on the board.

Writing and Publishing Center Write each -controlled vowel sound and an example word on chart paper. For example: a, read, at, hat, flat. Tell students that they will each make three pages for a class book of words with controlled vowel sounds. Have students write each -controlled vowel sound and example sound on the top of each page. Ask students to write as many words with the same -controlled vowel sound as they can on each page. Underneath these words, have students attach their papers together into a class book.

Wrap Up
As you say each sound, have students identify the sound in these words: thorn, worm, josh, josh, porch, chiere, spoad. Follow a similar procedure to have students tell whether they hear the hard or soft a, g, and r sound in these words: gone, fence, page, gold, cap, sell. Then write all the words on the board. Ask students to read each aloud.

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 to develop fluency on the decodable book.

Lesson 59 Blackline Masters pp. 154–156

The following Wright Group and trade books can be good resources for re-teaching -controlled vowel sounds and the hard and soft a, g, and r sound:

Bookshelf
The following Wright Group and trade books can be good resources for re-teaching -controlled vowel sounds and the hard and soft a, g, and r sound:

Wright Group Books
My Career (Gear Up! Level I, Level II) Bendicat Gear Up! Level I (Wash! Gear Up!, Level I)

Trade Books
Hungry, Hungry Sharks by J. Berlin (Random House Books for Young Readers)
On a Misty Night by F. Green (Holiday House) The Magic Farm by P. Yee (Holiday House) (Margaret R. McEllroy)

Objectives
• Review and practice -controlled vowel sounds.
• Review and practice the hard and soft sounds of a, g, and r.
• Associate the -controlled vowel sounds with their corresponding letters.
• Associate the sounds /a/ and /e/ with the sounds /s/ and /z/ with a, g, and r.
• Recognize, read, and write words with the letters /a/ and /e/ and /s/ and /z/ with a, g, and r.
• Read words with -controlled vowel sounds and words with the letters /a/, /g/, and /r/.
• Practice and review previously taught high-frequency words.

With these words, write a class book of words with -controlled vowel sounds and encourage home activities for reinforcing this lesson skill.

The Wright Skills
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Distinguishing the hard and soft sounds in words such as giant, giant, cut and can can also be challenging. Students may:
• substitue /j/ for the hard /s/ and /z/; and /k/ for the soft /s/ and /z/.
• Substitute /g/ for the hard /g/ and /k/ for the soft /g/.

See the Program Overview for pronunciation strategies.

For more information, see Wright Group Lessons 10: Review and Monitor for specific strategies to support English language learners.

Pro/Check
Write the following sentence on the board, and read aloud:
Fern saw a huge cow and a nice pig curled up in the dirt in the barn.

Ask students to read the sentence with you. Then ask what vowel sound they hear in fern. Invite a volunteer to come to the front of the room and say that sound. Repeat with the words curled, dirt, and barn. Then ask students what sounds they hear at the beginning of saw and curl and at the end of the word. Appy, sni, and pig. Then these volunteers circle the letter that sounds for each sound.

View and Monitor
For a following a vowel given the sound is different from its usual short or long sound. The letters /a/ and /e/ can sound for the hard and soft a, g, and r sounds. In this lesson, students will practice -controlled vowel sounds and the hard and soft sounds of a, g, and r. They will hear, say, and explore the sounds in the initial, medial, and final positions in words. They will also connect the sounds to letters.