Introduction
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Lesson 1
Title: Wilson Fundations Level 1 – Phonics and Trick Words
Grades: K-1
Target Group: K-1 students receiving Special Education Services in a Resource Room including English Language Learners (ELLs).

Source of Written Reading Materials:

Source of Lessons:

Goals:
- I want my students to know how to use the decoding strategy of tapping on a finger for each letter they see in a 3-letter CVC word, while producing the sounds connected to the letters.
- I want my students to know how to take each sound they tapped on their fingers and blend the sounds together in order to decode the word.
- I want my to know the meaning of the three-letter closed syllable words they have learned to decode.
- I want my students to know how to memorize the spelling, pronunciation and proper usage of sight words that do not follow the rules of phonics.

Comments:
Please note this set of lessons start Unit 2. Students will have already completed Unit 1 within the Fundations curriculum prior to starting Unit 2. Most students will have mastered the following skills over a 5-6 week period.

- Letter Name-Key word beginning with Letter-Letter Sound for consonants and short vowels
- Letter Formation for lower-case letters A-Z
- Recite letters in alphabetical order
- Sound recognition for consonants and short-vowels

Sequence for previously taught Unit 1:

Week 1: t, b, f  
Week 2: n, m, c, a  
Week 3: i, r, o, g, d, s  
Week 4: e, u, l  
Week 5: h, k, p, j  
Week 6: v, w, z, qu, y, x

Please note this is a prerequisite that is essential for all students to have prior to beginning this unit. This is essential for ELLs in order to insure they have obtained any new letter, or letter sounds that do not exist in the first-language (L1). Most of the modifications I created are for ELLs, receiving Special Education services due to a disability that impacts their ability to access the general curriculum (ex. Learning Disabled), and need additional support in order achieve true mastery of these skills.
<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
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<tr>
<td>1. SWBAT tap out phonemes for short CVC words using English letter sounds</td>
<td>1. Students will listen to and understand the teacher’s spoken directions</td>
</tr>
<tr>
<td>2. SWBAT blend CVC phonemes together</td>
<td>2. Students will show awareness of English letter sounds by producing sounds independently, through choral reciting or echoing the teacher</td>
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<td>3. SWBAT recognize the phoneme blend as a word (4-5 words) and match to an image to show comprehension of word</td>
<td>3. Students will read list of CVC words aloud in small groups and match the words to images</td>
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<td>4. SWBAT read, write and see how sight words are used in sentences and short phrases (this, is, a)</td>
<td>4. Students will hear and/or read sight-words in short sentences or phrases while in small groups</td>
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</table>

<table>
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<th>Performance Indicators</th>
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<tr>
<td><strong>Domain/Topic</strong></td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Speak – Say the sound for each letter in a CVC word</strong></td>
</tr>
<tr>
<td><strong>Listen – Identify individual letter sounds in a CVC word</strong></td>
</tr>
<tr>
<td><strong>Read – Blend sounds in order to read the word</strong></td>
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Submitted by Allan Solis 8/1/2014
<table>
<thead>
<tr>
<th>Write – Create muscle and visual memory of the writing of site words</th>
<th>order to say the word.</th>
<th>word and look at the supporting visual</th>
<th>look at the supporting visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will sky-write and rainbow write sight words, then copy a sentence, written by the teacher that is using the word.</td>
<td>Students will sky-write and rainbow write independently sight words, then listen to a sentence using the word with a supporting visual</td>
<td>Students will sky-write and rainbow write sight words, then listen to a phrase using the word with a supporting visual</td>
<td>Students will sky-write, and rainbow write sight words, then listen to a phrase using the word with a supporting visual</td>
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</table>

**Functional Language Chart**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decode</td>
<td>Reading words with short-a vowel sound</td>
<td>How many ___ 1 ___ do we ___ 2 ___ Our ___ 3 ___ ___ 4 ___</td>
<td>1. letters 1. sounds 3. new 4. words</td>
<td>Verbs Nouns Adjectives</td>
</tr>
<tr>
<td></td>
<td>Listening to and answering questions</td>
<td>The three sounds blend together and make the word ___ 5 ___</td>
<td>2. see 2. hear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following a direction</td>
<td>___ 6 ___ for sight-words, we ___ 7 ___ sight words.</td>
<td>5. mat, sat, mad, rap 6. no tapping 7. memorize</td>
<td></td>
</tr>
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</table>
New Lesson Plan on Phonics and Sight Word Instruction with Modifications for English Language Learners (ELLs)

Level 1-Unit 2a (60 minutes) Please read the comments, on the introduction page, regarding the pre-requisite of students mastering skills taught in Level 1-Unit 1

**Modifications:** In the original lesson there was a spelling activity. This activity has been omitted in order to engage students in a vocabulary building activity that provides comprehension of decoded words. In place of the spelling activity, ELL students need to learn the meaning of the CVC words before they are taught to decode these words.

**Materials**
Magnetic letter tile boards, small letter cards, Differentiated sight-words worksheets for spelling and usage (generated by teacher), lined paper, lined chart paper

**Modifications for Vocabulary and Comprehensible Input:**
Vocabulary Image Cards (VIC): A card with an image to support meaning of the word, Modified Sight-Words worksheets using phrases with images

**Procedure for Shared History Activity: (10 mins)**

**Review of letter sounds (2 mins):** a, s, m, r

**Note:** Students are asked to produce sounds and form letters they have mastered from the previously taught unit. The unit focused on letter name, keyword beginning with the letter, and letter sound. Students also mastered writing each letter. Please see the scope and sequence in the introduction page.

**Modification:** Students are also shown images for the words they will learn to decode during the lesson. This will provide ELLs with comprehensive input while learning to decode and develop new vocabulary.

Have each student open their tile boards and place the review letters in the center.
- Students in Level 5-4 say, letter-name, keyword and sound independently during a choral activity
- Students in Level 3 say, letter-name, keyword and sound while echoing the instructor.
- Students in Level 2-1 say, letter-name, keyword and sound by repeating the modeled sounds and words from the instructor.

(a, apple, /æ/) (s, snake, /s/) (m, man, /m/) (r, rat, /r/)

On the board have large letter cards that incorporate letter, image of keyword and keyword spelling and point to each letter while progressing through the letters.

Submitted by Allan Solis
8/1/2014
Modification: In order to accommodate ELLs, you must provide a vocabulary building activity that combines showing images and dictating the words they will decode during the lesson. This activity provides students with comprehensive input while learning to decode the new vocabulary in their second-language.

- Introduce the Vocabulary Image Cards (VIC) for the lesson on the table and dictate to the students each word.
- Place the sentence strip created on the board and read the sentence:

  Say: Our new words…”

  - Say the word, display the card, place the card on the board, have the students repeat the word, and continue to the next word.
  - Then have students turn and talk to discuss a corresponding word in their first-language (L1).

Review of letter identification and formation by sound (5 mins):

Use gestures with hands to students that we are going to write the letters for the sounds that I give them.

Place large sheet of writing tablet paper on the board and use marker to create large letter formations

Dictate individually the following sounds /d/, /g/, /p/, /t/

Say: “Write the letter (gesture writing) that makes the sound (tug at ear) ….” Next letter (gesture with your hand an upside down U), write the letter…”

  - Students in Level 5-4 write the letters independently

Say: “The letter (point to alphabet strip above your board) that makes the sound (tug at ear) /dl/ is d and write (gesture writing) the letter d.”

  - Students in Level 3-1 make an attempt at writing the letters and then you write the correct letter on the board onto the lined paper while modeling the correct stroke sequence in forming the letter.
Functional Language Activity: (10 mins)

Modification: This activity added to allow ELLs to be introduced to new words and terms that will be used during the lesson in order to provide students with support that can increase the comprehensible input.

Introduce Vocabulary (5 mins): modification

Tip: Prior to the lesson cut out the Vocabulary Image Cards (VICs) for the functional language and words in the decoding lesson. The VICs will support ELLs with images that provide comprehensive input, and give the functional language and decoding activities meaning.

If possible, create opportunities for the student’s first-language (L1) to be used as a resource for by providing the L1 equivalent of the second-language (L2) word.

Point to card, show image, and have the entire class repeat the word. If possible add a physical or facial gesture that can also assist with comprehension. (ex. See, image of an eye, then point to eye)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>Sentence Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters/Letras</td>
<td>See/Vea</td>
<td>Blend/Combinar</td>
</tr>
<tr>
<td>Sounds/Sonidos</td>
<td>Hear/Oigo</td>
<td>Together/Junto</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make/Forman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word/Palabra</td>
</tr>
</tbody>
</table>

Introduce Functional Language (5 mins): modification

Tip: Prior to class create sentence strips with blanks lines as indicated.

How many _____ 1 _____ do we _____ 2 ____?
The three sounds blend together and make the word ________.
Our _____ 3 _____ 4 ______.
______ 6 ____ for sight-words, we ____ 7 ____ sight-words.

Decoding Technique/Strategy: (20 mins)

Modification: Students are asked to produce sounds, stretch sounds, blend sounds and say words according to the performance indicators and levels listed above.

Introduce Tapping Technique (10 mins):
Place small letter cards on table to spell out the first word: s, a, d. Then point to sentence strip and place appropriate VIC in blank spaces.

Say: How many letters do we see? (use gesturing introduced in vocabulary activity)
Students must raise hands to response. Students can say three, or use their hands to gesture three. If gesturing is used, add the word to the gesture.
Then model tapping the initial, medial, and final sounds for the following words: sad. Replace VIC in blank space for the new question.

*Say: How many sounds do we hear? (use gesturing introduced in vocabulary activity)*

Students must raise hands to response. Students can say three, or use their hands to gesture three. If gesturing is used, add the word to the gesture.

Tap each sound on a finger, rub the fingers with thumb, blend sounds together

*Say: /sl/, /al/, /d/..../ssss/ /aaaaa/ /ddd/. The three sounds blend together and make the word **sad**. (Rub thumb across the three fingers used to gesture blending.) Point to sentence strip and place the appropriate VIC.

Then, place the appropriate VIC next to the word, and continue modeling the same procedure with the next two words.

Words: mat, tap

**Student practice (10 mins) with hands-on activity and talk-together activity:**

*Modification: Students are asked to produce sounds, stretch sounds, blend sounds and say words according the performance indicators and levels listed above.*

- **Students in Levels 5: (word families at, ad, ag, ap)**
  - Have the Level 5 students use the tiles to spell the words: sat, mad, rag, tap, sap
  - Have the Level 5 students, in groups of two, produce the sounds while tapping the initial, medial, and final sounds
  - Have the Level 5 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word
  - Have the Level 5 students in the same group discuss, then place the appropriate VIC next to the word.

- **Students in Level 4: (word families at, ag, ap)**
  - Have the Levels 4 students use the tiles to spell the words: sat, mat, rag, tag, sap, tap
  - Have the Level 4 Students produce each sound, then stretch and blend the sounds, in order to say the word.
  - Have the Level 4 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word
- Have the Level 4 Students discuss the appropriate VIC for the word, and then place the card next to the word.

- **Students in Level 3: (word families at, ap)**

  **Modifications:** In this lesson, for students in Levels 3-1, you must review the VICs for the words the ELLs are going to learn to decode, prior to teaching them the tapping technique.

  By teaching the new words with images that assist with comprehension, ELLs will understand the meaning of the word while developing their decoding skills, which is similar to the experience students with English as their first language have while learning to decode.

  Also the word families were chosen because the final consonant sound is the same sound the Spanish-speaking ELLs first-language (L1).

  - Once again review the VIC, from the beginning of the lesson, by dictating the word and pointing to the image.

  - Have the Level 3 students use the tiles to spell the words: sat, mat, map, sap, tap

  - Have the Level 3 Students simultaneously make each sound you produced, stretched and blended in order to say the word.

  - Have the Level 3 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word.

  - Have the Level 3 Students match the appropriate VIC that **you provided**, for the word and place it next to the word.

- **Students in Level 2-1: (word families at)**

  - Once again review the VIC, from the beginning of the lesson, by dictating the word and pointing to the image.

  - Have the level 2-1 students use the tiles to spell the words: sat, mat, rat, cat, fat

  - Have the level 2-1 Students repeat the each sound you stretched and blended in order to say the word.

  - Have the level 2-1 Students match the appropriate VIC that **you provided**, for the word and place it next to the word.

  - Have the level 2-1 Students share a similar word (in meaning) in their L1.
Check for Understanding:
- Each group meets with teacher to show they tapped out each sound and blended the sounds, said the word, and matched it with the appropriate VIC.

**Spelling Practice (5 mins):** This activity has been omitted in order to allow for vocabulary building activities. Spelling (encoding) activities will be provided during another period of literacy block.

**Modification:** ELLs must first listen to and repeat short phrases or sentence in order to provide an opportunity for these students to construct meaning of the new sight-words.

Also, all students must be taught these words are not decoded by tapping but must be memorized.

**Sky and Rainbow Write sight-words (10 mins):**
- Place “No tapping” and “Memorize” VICs on the board with the sentence strip used earlier in the lesson.
- Say to students: “No tapping for sight words, we memorize sight words.” Use the gesture for no by waving your finger, then tapping. Then while saying memorize point to your head.
- Hand out the “Using Our New Sight Words” listening guide (see attached)
- Read out loud each phrase or sentence
- Have all students repeat the sentences or phrases that use the sight-words.
- Have all students stand and fully stretch out their writing arm, with the pointer and middle finger together.
- Have students raise their arm so that it is level with their shoulders.
- Have all students follow along as you write these sight-words in the air
  - the, is, a
  - students should say each letter as they write it, and then the whole word
- Students then complete the sight-word rainbow writing worksheet (see attached)
- Repeat while pointing to the VICs, “No tapping for sight-words, we memorize sight words.

**Source of Written Reading Materials:**

**Source of Lessons:**
Vocabulary Image Cards for Lesson 2a

Directions: Cut out each card in order to use for the shared history activity and the matching activity that coincides with the decoding practice.
Original Lesson Plan

Level 1-Unit 2a (45 mins)
Objectives:
- SWBAT identify letters and tap the corresponding sounds within three-letter CVC words in order to begin decoding the word.
- SWBAT say and blend the three-sounds in short a vowel words in order to decode the word.
- SWBAT segment the three-sounds in short a vowel words in order to spell
- SWBAT write, memorize and recall Trick Words in order to decode.

Materials: Magnetic letter tile boards, Letter cards
Procedure:
Review letter sounds (5 mins): a, s, m, r
Use tile board to display letters and ask student for letter name, keyword, and sound
Review letter identification by sound and letter formation (5 mins):
Dictate letter sounds /d/, /g/, /pl/, /t/“Write the letter that makes the sound ….”
Introduce tapping technique to decode words (5 mins):
- While using the letter cards, I will model tapping the initial, medial, and final sounds for the following words: sad, mat, rap
- I will tap each sound on a finger, rub the fingers with thumb, blend sounds together and say the word
Student practice (10 mins):
- Student will practice tapping the initial, medial, and final sounds for the following words spelled with the letter cards: sat, mad, rag
- Student will then tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word

Spelling Practice (5 mins):
- Model for students tapping out the sounds in a short a CVC word and writing the corresponding letters for the following: sap, tag, gap
- Student taps out the sounds in a short a CVC word and writing the corresponding letters for the following words: map, rat, gas

Sky and Rainbow Write Trick words (15 mins):
- Students will sky write then rainbow write the following Trick Words one at a time: the, is, a

Source of Written Reading Materials:

Source of Lessons:
Narrative on Modifications for Lesson Plan 2a

The original lesson plan provided an opportunity for students to engage in a shared history activity, as well as, a hands-on activity. However, there was vast room for improvement for providing the students the resource of using visuals to assist them with constructing meaning during the lesson. Moreover, there the lesson plan needed more opportunities for students to be able to talk to each other in order to construct meaning so they can deepen their understanding of the activity, while acquiring vocabulary in a second language.

One of the major changes I made while modifying this lesson, which normally only focuses on phonics decoding, was introducing the use of images in order to support students achieving comprehensible input. This particular unit does not call for the use of images when working with mainstream students. The main focus is on learning a basic decoding strategy that focuses on letter identification, letter sounds and blending sounds.

I realize that while my ELLs would be able to perform the task of identifying letter and sounds, then producing these sounds to blend together; the end result would be saying a word that holds no meaning for them. By incorporating the images along with the words the ELLs are able to bridge the decoding while acquiring their English vocabulary through an authentic learning experience. Please note this required me to conduct the spelling activity during another time in the literacy block.

I also provided students with more opportunities to work in groups of two, with one student at least one level higher in terms of their English Language Proficiency (ELP), by grouping a Level 1-2 student with a level 3-4 student. I will monitor their ability to work constructively together in order to develop meaning and understanding.
Lesson 2
Examples of Large Alphabet Cards with Letters and Basic Keywords

**Source of Basic Keyword Chart:**
Using Our New Sight Words Listening Guide – Lesson 2a

Following along as I read:

<table>
<thead>
<tr>
<th>the chair</th>
<th>a book</th>
</tr>
</thead>
</table>

I sat on the chair.

I had a sandwich.

The rat is sad!
Rainbow Writing Worksheet - 2a

Name: ________________________

Trace each letter with 3 crayons. Say each letter, then the word.

h - i - s

his

the

the

the

is

is

is

a

a

a
VIC for Functional Language Activity – Lessons 2 a-c

letters

hear

see

sounds

new word

一起

philmartin.info
No tapping

Memorize
t-h-e the
<table>
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<tr>
<th><strong>Content Objectives</strong></th>
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<td>4. SWBAT read, write and see how sight words are used in sentences and short phrases (had, did, on)</td>
<td>4. Students will hear the use of sight-words in short sentences or phrases while in small groups</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Performance Indicators</strong></th>
<th><strong>MS and Adv. ELLs Level 5</strong></th>
<th><strong>Expanding Fluency Level 4</strong></th>
<th><strong>Speech Emerging Level 3</strong></th>
<th><strong>Early Production Level 2</strong></th>
<th><strong>Preproduction Level 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speak – Say the sound for each letter in a CVC word</strong></td>
<td>Students will produce a sound for each letter in a short-i CVC word (with final consonants t, d, g) while tapping each sound on a finger. Students will then say the word and match it to an image independently.</td>
<td>Students will produce a sound for each letter in a short-i CVC word (with final consonants t, d, g) while tapping out the sounds on a finger. Students will then say the word and match it to an image independently.</td>
<td>Students will tap and echo along with the teacher the sounds for each letter in a short-i CVC (with final consonant t) Students will then echo the stretching of the sounds, and the word spoken by the teacher. Students will then match it to the image presented and repeat the word.</td>
<td>Students will tap and repeat after the teacher the sounds for each letter in a short-i CVC (with final consonant t). Students will then repeat the stretching of the sounds, and the word spoken by the teacher. Students will then match it to the image presented and verbally share a comparative word in their L1.</td>
<td></td>
</tr>
<tr>
<td><strong>Listen – Identify individual letter sounds in a CVC word</strong></td>
<td>Students will monitor and retain each sound while tapping and looking at the letters (within ip, it, id, and ig word-families), and produce the 3 sounds, stretching the sounds, blending them together and saying the word.</td>
<td>Students will monitor and retain each sound while tapping and looking at the letters (within ip, it, id word-families), and produce the 3 sounds, stretching the sounds, blending them together and saying the word.</td>
<td>Students will monitor and retain each sound while tapping and looking at the letters (within ip and it word-families), and produce the 3 sounds, stretching the sounds, blending them together and saying the word.</td>
<td>Students will monitor and retain each sound while tapping and looking at the letters (within it, word-family), and produce the 3 sounds, stretching the sounds, blending them together and saying the word.</td>
<td></td>
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<tr>
<td><strong>Read – Blend sounds in order to read the word</strong></td>
<td>Students will take each sound and blend them together to read the word independently.</td>
<td>Students will take each sound and blend them together to read the word independently.</td>
<td>Students will recite in unison with the teacher as each sound is produced, stretched and blended in</td>
<td>Students will repeat after the teacher the sounds produced, stretched and blended in order to say the</td>
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### Functional Language Chart

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<td>Decode</td>
<td>Reading words with short-a vowel sound</td>
<td>How many <em><strong>1</strong></em> do we <em><strong>2</strong></em>? Our <em><strong>3</strong></em> <em><strong>4</strong></em></td>
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<td></td>
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<tr>
<td></td>
<td>Following a direction</td>
<td><em><strong>6</strong></em> for sight-words, we <em><strong>7</strong></em> sight words.</td>
<td>5. mat, sat, mad, rap 6. no tapping 7. memorize</td>
<td></td>
</tr>
</tbody>
</table>
New Lesson Plan on Phonics and Sight Word Instruction
with Modifications for ELLs

Level 1-Unit 2b (60 minutes) Please read the comments, on the introduction page, regarding the pre-requisite of students mastering skills taught in Level 1-Unit 1

**Modifications:** In the original lesson there was a spelling activity. This activity has been omitted in order to engage students in a vocabulary building activity that provides comprehension of decoded words. In place of the spelling activity, ELL students need to learn the meaning of the CVC words before they are taught to decode these words.

**Materials**

Magnetic letter tile boards, small letter cards, Differentiated sight-words worksheets for spelling and usage (generated by teacher), lined paper, lined chart paper

**Modifications for Vocabulary and Comprehensible Input:**
Vocabulary Image Cards (VIC): Image card with an image to support meaning of the word, Modified Sight-Words worksheets using phrases with images

**Procedure for Shared History Activity: (10 mins)**

**Review of letter sounds (2 mins): a, i, f, l**

**Note:** Students are asked to produce sounds and form letters they have mastered from the previously taught unit. The unit focused on letter name, keyword beginning with the letter, and letter sound. Students also mastered writing each letter. Please see the scope and sequence in the introduction page.

**Modification:** Students are also shown images for the words they will learn to decode during the lesson. This will provide ELLs with comprehensive input while learning to decode and develop new vocabulary

Have each student open their tile boards and place the review letters in the center.
- Students in Level 5-4 say, letter-name, keyword and sound independently during a choral activity
- Students in Level 3 say, letter-name, keyword and sound while echoing the instructor.
- Students in Level 2-1 say, letter-name, keyword and sound by repeating the modeled sounds and word from the instructor.

(a, apple, /a/) (i, itch, /i/) (f, fun, /f/) (l, lamp, /l/)

On the board have large letter cards that incorporate letter, image of keyword and keyword spelling and point to each letter while progressing through the letters.
**Modification:** In order to accommodate ELLs, you must provide a vocabulary building activity that combines showing image and dictating the words they will decode during the lesson. This activity provides students with comprehensive input while learning to decode the new vocabulary in their second-language.

- Introduce the Vocabulary Image Cards (VIC) for the lesson on the table and dictate to the students each word.
- Place the sentence strip created on the board and read the sentence:

  Say: Our new words…”

  - Say the word, display the card, place the card on the board, have the students repeat the word, and continue to the next word.
  - Then have students turn and talk to discuss a corresponding word in their first-language (L1).

**Review of letter identification and formation by sound (5mins):**

Use gestures with hands to students that we are going to write the letters for the sounds that I give them.

Place large sheet of writing tablet paper on the board and use marker to create large letter formations

Dictate individually the following sounds /m/, /n/, /t/, /s/

For Levels 5-4-Say: “Write the letter (gesture writing) that makes the sound (tug at ear) ….“  
Next letter (gesture with your hand an upside down U), write the letter……”

  - Students in Level 5-4 write the letters independently

For Levels 3-1-Say: “The letter (point to alphabet strip above your board) that makes the sound (tug at ear) /t/ is r. Write (gesture writing) the letter r.”

  - Students in Level 3-1 make an attempt at writing the letters and then you write the correct letter on the board onto the lined paper while modeling the correct stroke sequence in forming the letter.
Functional Language Activity: (10 mins)

**Modification:** This activity added to allow ELLs to be introduced to new words and terms that will be used during the lesson in order to provide students with support that can increase the comprehensible input.

**Review Vocabulary (5 mins):** modification

*Tip: Prior to cut out the Vocabulary Image Cards (VICs) for the functional language and words in the decoding lesson. The VICs will support ELLS with images that provide comprehensive input, and give the functional language and decoding activities meaning.*

Point to card, show image, and have the entire class repeat the word. If possible add a physical or facial gesture that can also assist with comprehension. (ex. See, image of an eye, then point to eye)

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<td>Hear/Oigo</td>
<td>Together/Junto</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make/Forman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word/Palabra</td>
</tr>
</tbody>
</table>

**Introduce Functional Language (5 mins):** modification

*Tip: Prior to class create sentence strips with blanks lines as indicated.*

How many ______ do we ______?  
The three sounds blend together and make the word ______.
Our ______ for sight-words, we ______ sight-words.

**Decoding Technique/Strategy: (20 mins)**

*Modification: Students are asked to produce sounds, stretch sounds, blend sounds and say words according to the performance indicators and levels listed above.*

**Reinforce Tapping Technique (10 mins):**

Place small letter cards on table to spell out the first word: b, i, t. Then point to sentence strip and place appropriate VIC in blank spaces.

*Say: How many letters do we see? (use gesturing introduced in vocabulary activity)*

Students must raise hands to response. Students can say three, or use their hands to gesture three. If gesturing is used, add the word to the gesture.

Then model tapping the initial, medial, and final sounds for the following words: sad, mat, rap.
Replace VIC in blank space for the new question. *Say: How many sounds do we hear? (use gesturing introduced in vocabulary activity)*

Students must raise hands to response. Students can say three, or use their hands to gesture three. If gesturing is used, add the word to the gesture.

Tap each sound on a finger, rub the fingers with thumb, blend sounds together

Say: /b/, /i/, /t/...../bb/ /ii/ /ttt/. The three sounds blend together and make the word __bit__. (Rub thumb across the three fingers used to gesture blending.) Point to sentence strip and place the appropriate VIC.

Then, place the appropriate VIC next to the word, and continue modeling the same procedure with the next two words.

Words: hit, kit

**Student practice (10 mins) with hands-on activity and talk-together activity:**

**Modification:** Students are asked to produce sounds, stretch sounds, blend sounds and say words according the performance indicators and levels listed above.

- **Students in Levels 5-4: (word families ip, id, it, ig)**
  - Have the Level 5 students use the tiles to spell the words: rip, lid, sit, rig, it
  - Have the Levels students produce the sounds while tapping the initial, medial, and final sounds
  - Have the Level 5 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word
  - Have the Level 5 students in the same group discuss then place the appropriate VIC next to the word.

- **Students in Level 4: (word families ip, it, id)**
  - Have the Level 4 students use the tiles to spell the words: sit, it, rip, lid
  - Have the Level 4 Students produce each sound, then stretch and blend in order to say the word.
  - Have the Level 5 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word
- Have the Level 4 Students discuss the appropriate VIC for the word, and then place
the card next to the word.

- **Students in Level 3: (word families ip and it)**

**Modifications:** In this lesson, for students in Levels 3-1, you must review the VICs for the words the ELLs are going to learn to decode, prior to teaching them the tapping technique.

By teaching the new words with images that assist with comprehension, ELLs will understand the meaning of the word while developing their decoding skills, which is similar to the experience students with English as their first language have while learning to decode.

Also the word families were chosen because the final consonant sound is the same sound the Spanish-speaking ELLs first-language (L1).

- Once again review the VIC, from the begging of the lesson, by dictating the word and pointing to the image.

- Have the Levels 3 students use the tiles to spell the words: rip, lip, sip, lit, sit, it

- Have the Level 3 Students simultaneously make each sound you produced, stretched and blended in order to say the word.

- Have the Level 5 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word

- Have the level 3 Students match the appropriate VIC that you provided, for the word and place it next to the word.

- **Students in Level 2-1: (word families it)**

  - Once again review the VIC, from the begging of the lesson, by dictating the word and pointing to the image.

  - Have the level 2-1 students use the tiles to spell the words: sit, it, fit, lit

  - Have the level 2-1 Students repeat the each sound you stretched and blended in order to say the word.

  - Have the Level 5 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word

  - Have the level 2-1 Students match the appropriate VIC, that you provided, for the word and place it next to the word
5. Have the level 2-1 Students share a similar word (in meaning) in their L1.

Check for Understanding:
- Each group meets with teacher to show they tapped out each sound and blended the sounds, said the word, and matched it with the appropriate VIC.

Spelling Practice (5 mins): This activity has been omitted in order to allow for vocabulary building activities. Spelling (encoding) activities will be provided during another period of literacy block.

Modification: ELLs must first listen to and repeat short phrases or sentence in order to provide an opportunity for these students to construct meaning of the new sight-words.

Also, all students must be taught these words are not decoded by tapping but must be memorized.

Sky and Rainbow Write sight-words (10 mins):
- Place “No tapping” and “Memorize” VICs on the board with the sentence strip used earlier in the lesson.
- Say to students: No tapping for sight words, we memorize sight words. Use the gesture for no by waving your finger, then tapping. Then while saying memorize point to your head.
- Hand out the “Using Our New Sight Words” listening guide (see attached)
- Read out loud each phrase or sentence
- Have all students repeat the sentences or phrases that use the sight-words.
- Have all students stand and fully stretch out their writing arm, with the pointer and middle finger together.
- Have students raise their arm so that it is level with their shoulders.
- Have all students follow along as you write these sight-words in the air
  - had, did, on
  - students should say each letter as they write it, and then the whole word
- Students will then write or repeat sentences or phrases that use the sight-words according to the performance indicator for their level.
- Students then complete the sight-word rainbow writing worksheet (see attached)

Source of Written Reading Materials:

Source of Lessons:
Vocabulary Image Cards for Lesson 2b

Directions: Cut out each card in order to use for the shared history activity and the matching activity that coincides with the decoding practice.
Original Lesson Plan

Level 1-Unit 2b (45 minutes)

Objectives:
- SWBAT identify letters and tap the corresponding sounds within three-letter CVC words in order to begin decoding the word.
- SWBAT say and blend the three-sounds in short a and i vowel words in order to decode the word.
- SWBAT segment the three-sounds in short a vowel words in order to spell
- SWBAT write, memorize and recall Trick Words in order to decode while reading.

Materials:
Magnetic letter tile boards, Letter cards

Procedure:
Review letter sounds (5 mins): a, i, f, l,
Use tile board to display letters and ask student for letter name, keyword, and sound

Review letter identification by sound and letter formation (5mins):
Dictate letter sounds /m/, /n/, /r/, /s/ “Write the letter that makes the sound ....”

Introduce tapping technique to decode words (5 mins):
- While using the letter cards, I will model tapping the initial, medial, and final sounds for the following words: fit, lid, sip
- I will tap each sound on a finger, rub the fingers with thumb, blend sounds together and say the word

Student practice (10 mins):
- Student will practice tapping the initial, medial, and final sounds for the following words spelled with the letter cards: fat, pit, rid
- Student will then tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word

Spelling Practice (5 mins):
- Model for students tapping out the sounds in a short a CVC word and writing the corresponding letters for the following: rap, sit, sip
- Student taps out the sounds in a short a CVC word and writing the corresponding letters for the following words: rig, sat, lip

Sky and Rainbow Write Trick words (15 mins):
- Students will sky write then rainbow write the following Trick Words one at a time: had, on, did

Submitted by Allan Solis
8/1/2014
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Narrative on Modifications for Lesson Plan 2b

I am noticing that the use of visuals while learning the decoding is increasing the students’ motivation to engage in the activity. Prior to using the VIC to support meaning, students often were not excited about being able to decode a word, because they had no idea of its meaning.

As always, I see how the repetition of the lesson is essential in order for student be able to retain, recall, and reuse the skills that are being taught. These particular groups of students have major challenges when it comes to accessing their working memory. By having the opportunity to practice the tapping and writing techniques, students have a greater chance of incorporating these skills into their decoding practices.

I’ve also noticed that by reducing the number of practice words to a smaller amount, I am seeing less frustration and apprehension from students. They react favorably to seeing just a handful of words, as opposed to the past, when they saw a workbook with over fifteen words on a page. However, I do plan on increasing the number once they begin to show mastery of the tapping technique and can decode with greater fluency.
Using Our New Sight-Words Listening Guide – Lesson 2b

Following along as I read:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sat <strong>on</strong> the chair.</td>
<td>![Illustration of a child sitting on a chair and reading]</td>
</tr>
<tr>
<td>I <strong>had a</strong> sandwich.</td>
<td>![Illustration of a child holding a sandwich]</td>
</tr>
<tr>
<td>I <strong>did my homework.</strong></td>
<td>![Illustration of a child doing homework]</td>
</tr>
</tbody>
</table>
## Rainbow Writing Worksheet - 2b

Name: __________________________

Trace each letter with 3 crayons. Say each letter, then the word.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
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8/1/2014
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Lesson 3
<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SWBAT tap out phonemes for short CVC words using English letter sounds</td>
<td>1. Students will listen to and understand the teacher’s spoken directions</td>
</tr>
<tr>
<td>2. SWBAT blend CVC phonemes together</td>
<td>2. Students will show awareness of English letter sounds by producing sounds independently, choral reciting or echoing the teacher</td>
</tr>
<tr>
<td>3. SWBAT recognize the phoneme blend as a word (4-5 words) and match to an image to show comprehension of word</td>
<td>3. Students will read list of CVC words aloud in small groups and match the words to images</td>
</tr>
<tr>
<td>4. SWBAT read, write and see how sight words are used in sentences and short phrases (a, of, to)</td>
<td>4. Students will hear the use of sight-words in short sentences or phrases while in small groups</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain/Topic</td>
</tr>
<tr>
<td>Speak – Say the sound for each letter in a CVC word</td>
</tr>
<tr>
<td>Listen - Identify individual letter sounds in a CVC word</td>
</tr>
<tr>
<td>Read – Blend sounds in order to read the word</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Function</th>
<th>Situations</th>
<th>Expressions</th>
<th>Words</th>
<th>Grammar</th>
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</thead>
<tbody>
<tr>
<td>Decode</td>
<td>Reading words with short-a vowel sound</td>
<td>How many <em>1</em> do we <em>2</em>. Our <em>3</em> <em>4</em>. The three sounds blend together and make the word <em>5</em>.</td>
<td>1. letters</td>
<td>Verbs</td>
</tr>
<tr>
<td></td>
<td>Listening to and answering questions</td>
<td><em>6</em> for sight-words, we <em>7</em>. sight words.</td>
<td>1. sounds</td>
<td>Nouns</td>
</tr>
<tr>
<td>Using a non-decoding strategy</td>
<td>Following a direction</td>
<td></td>
<td>3. new 4. words</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>2. see 2. hear 5. mat, sat, mad, rap 6. no tapping 7. memorize</td>
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New Lesson Plan on Phonics and Sight Word Instruction with Modifications for ELLs

Level 1-Unit 2c (60 minutes) Please read the comments, on the introduction page, regarding the pre-requisite of students mastering skills taught in Level 1-Unit 1

**Modifications:** In the original lesson there was a spelling activity. This activity has been omitted in order to engage students in a vocabulary building activity that provides comprehension of decoded words. In place of the spelling activity, ELL students need to learn the meaning of the CVC words before they are taught to decode these words.

**Materials**
Magnetic letter tile boards, small letter cards, Differentiated sight-words worksheets for spelling and usage (generated by teacher), lined paper, lined chart paper

**Modifications for Vocabulary and Comprehensible Input:**
Vocabulary Image Cards (VIC): A card with an image to support meaning of the word, Modified Sight-Words worksheets using phrases with images

**Procedure for Shared History Activity: (10 mins)**
**Review of letter sounds (2 mins):** a, i, o, b, g

**Note:** Students are asked to produce sounds and form letters they have mastered from the previously taught unit. The unit focused on letter name, keyword beginning with the letter, and letter sound. Students also mastered writing each letter. Please see the scope and sequence in the introduction page.

**Modification:** Students are also shown images for the words they will learn to decode during the lesson. This will provide ELLs with comprehensive input while learning to decode and develop new vocabulary

Have each student open their tile boards and place the review letters in the center.
- Students in Level 5-4 say, letter-name, keyword and sound independently during a choral activity
- Students in Level 3 say, letter-name, keyword and sound while echoing the instructor.
- Students in Level 2-1 say, letter-name, keyword and sound by repeating the modeled sounds and word from the instructor.

(a, apple, /æ/) (i, itch, /ɪ/) (o, octopus, /ɒ/) (b, bat, /b/) (g, game, /ɡ/)

On the board have large letter cards that incorporate letter, image of keyword and keyword spelling and point to each letter while progressing through the letters.

Submitted by Allan Solis
8/1/2014
**Modification:** In order to accommodate ELLs, you must provide a vocabulary building activity that combines showing image and dictating the words they will decode during the lesson. This activity provides students with comprehensive input while learning to decode the new vocabulary in their second-language.

- Introduce the Vocabulary Image Cards (VIC) for the lesson on the table and dictate to the students each word.
- Place the sentence strip created on the board and read the sentence:

Say: Our new words…”

- Say the word, display the card, place the card on the board, have the students repeat the word, and continue to the next word.
- Then have students turn and talk to discuss a corresponding word in their first-language (L1).

**Review of letter identification and formation by sound (5 mins):**

Use gestures with hands to students that we are going to write the letters for the sounds that I give them.

Place large sheet of writing tablet paper on the board and use marker to create large letter formations

Dictate individually the following sounds /p/, /f/, /d/, /t/

For Levels 5-4-Say: “Write the letter (gesture writing) that makes the sound (tug at ear) ….”
Next letter (gesture with your hand an upside down U), write the letter……”
- Students in Level 5-4 write the letters independently

For Levels 3-1-Say: “The letter (point to alphabet strip above your board) that makes the sound (tug at ear) /t/ is t. Write (gesture writing) the letter t.”
- Students in Level 3-1 make an attempt at writing the letters and then you write the correct letter on the board onto the lined paper while modeling the correct stroke sequence in forming the letter.
Functional Language Activity: (10 mins)

**Modification:** This activity added to allow ELLs to be introduced to new words and terms that will be used during the lesson in order to provide students with support that can increase the comprehensible input.

Reinforce Vocabulary (5 mins): *modification*

*Tip:* Prior to cut out the Vocabulary Image Cards (VICs) for the functional language and words in the decoding lesson. The VICs will support ELLS with images that provide comprehensive input, and give the functional language and decoding activities meaning.

Point to card, show image, and have the entire class repeat the word. If possible add a physical or facial gesture that can also assist with comprehension. (ex. See, image of an eye, then point to eye)

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Review Functional Language (5 mins): *modification*

*Tip:* Prior to class create sentence strips with blanks lines as indicated.

How many _______ 1 ______ do we _______ 2 ______? 
The three sounds blend together and make the word _______.
Our _______ 3 _______ _______ 4 _______.
_______ 6 _______ for sight-words, we _______ 7 _______ sight-words.

Decoding Technique/Strategy: (20 mins)

**Modification:** Students are asked to produce sounds, stretch sounds, blend sounds and say words according to the performance indicators and levels listed above.

Reinforce Tapping Technique (10 mins):

Place small letter cards on table to spell out the first word: l, o, t. Then point to sentence strip and place appropriate VIC in blank spaces.

*Say: How many letters do we see?* (use gesturing introduced in vocabulary activity) 
Students must raise hands to response. Students can say three, or use their hands to gesture three. If gesturing is used, add the word to the gesture.
Then model tapping the initial, medial, and final sounds for the following words: sad, mat, rap. Replace VIC in blank space for the new question.

Say: How many sounds do we hear? (use gesturing introduced in vocabulary activity)

Students must raise hands to response. Students can say three, or use their hands to gesture three. If gesturing is used, add the word to the gesture.

Tap each sound on a finger, rub the fingers with thumb, blend sounds together

Say: /l/, /l/, /l... /lll/ /ōōō/ /ttt/. The three sounds blend together and make the word __lot___. (Rub thumb across the three fingers used to gesture blending.) Point to sentence strip and place the appropriate VIC.

Then, place the appropriate VIC next to the word, and continue modeling the same procedure with the next two words.

Words: not, pot

**Student practice (10 mins) with hands-on activity and talk-together activity:**

**Modification:** Students are asked to produce sounds, stretch sounds, blend sounds and say words according the performance indicators and levels listed above.

- **Students in Levels 5-4: (word families with og, od, op, ot, at, ip, it)**
  - Have the Levels 5 students use the tiles to spell the words: log, nod, mop, not, rat, sip, fit
  - Have the Levels 4 students practice, in groups of two, tapping the initial, medial, and final sounds
  - Have the Levels 5 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word
  - Have the Levels 5 students in the same group discuss then place the appropriate VIC next to the word.

- **Students in Level 4: (word families ot, og, at, it)**
  - Have the Levels 4 students use the tiles to spell the words: log, not, pot, sat, cat, fit, bit
  - Have the level 4 Students echo the each sound you stretched and blended in order to say the word.

Submitted by Allan Solís
8/1/2014
• Have the Level 4 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word.

• Have the level 4 Students look at the appropriate VIC for the word and then they place it next to the word.

• **Students in Level 3: (word families ot and og)**

  **Modifications:** In this lesson, for students in Levels 3-1, you must review the VICs for the words the ELLs are going to learn to decode, prior to teaching them the tapping technique.

  By teaching the new words with images that assist with comprehension, ELLs will understand the meaning of the word while developing their decoding skills, which is similar to the experience students with English as their first language have while learning to decode.

  *Also the word families were chosen because the final consonant sound is the same sound the Spanish-speaking ELLs first-language (L1).*

• Once again review the VIC, from the begging of the lesson, by dictating the word and pointing to the image.

• Have the Levels 3 students use the tiles to spell the words: pot, not, lot, fog, log.

• Have the Level 3 Students simultaneously make each sound you produced, stretched and blended in order to say the word.

• Have the Level 3 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word.

• Have the level 3 Students look at the appropriate VIC for the word and then they place it next to the word.

• **Students in Level 2-1: (word family ot)**

  5. Once again review the VIC, from the begging of the lesson, by dictating the word and pointing to the image.

  6. Have the level 2-1 students use the tiles to spell the words: not, lot, dot, rot, pot.

  7. Have the level 2-1 Students repeat the each sound you stretched and blended in order to say the word.

  8. Have the Level 3 students tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word.
9. Have the level 2-1 Students look at the appropriate VIC for the word and then they place it next to the word.

10. Have the level 2-1 Students share a similar word (in meaning) in their L1.

**Check for Understanding:**
- Each group meets with teacher to show they tapped out each sound and blended the sounds, said the word, and matched it with the appropriate VIC.

**Spelling Practice (5 mins):** This activity has been omitted in order to allow for vocabulary building activities. Spelling (encoding) activities will be provided during another period of literacy block.

**Modification:** ELLs must first listen to and repeat short phrases or sentence in order to provide an opportunity for these students to construct meaning of the new sight-words.

Also, all students must be taught these words are not decoded by tapping but must be memorized.

**Sky and Rainbow Write sight-words (10 mins):**
- Place “No tapping” and “Memorize” VICs on the board with the sentence strip used earlier in the lesson.
- Say to students: No tapping for sight words, we memorize sight words. Use the gesture for no by waving your finger, then tapping. Then while saying memorize point to your head.
- Hand out the “Using Our New Sight Words” listening guide (see attached)
- Read out loud each phrase or sentence
- Have all students repeat the sentences or phrases that use the sight-words.
- Have all students stand and fully stretch out their writing arm, with the pointer and middle finger together.
- Have students raise their arm so that it is level with their shoulders.
- Have all students follow along as you write these sight-words in the air
  - to, of, his
  - students should say each letter as they write it, and then the whole word
- Students will then write or repeat sentences or phrases that use the sight-words according to the performance indicator for their level.
- Students then complete the sight-word rainbow writing worksheet (see attached)
Source of Written Reading Materials:

Source of Lessons:
Vocabulary Image Cards for Lesson 2c

Directions: Cut out each card in order to use for the shared history activity and the matching activity that coincides with the decoding practice.
Original Lesson Plan
Level 1-Unit 2c
Objectives:
- SWBAT identify letters and tap the corresponding sounds within three-letter CVC words in order to begin decoding the word.
- SWBAT say and blend the three-sounds in short a, i and o vowel words in order to decode the word.
- SWBAT segment the three-sounds in short a vowel words in order to spell
- SWBAT write, memorize and recall Trick Words in order to decode while reading.

Materials: Magnetic letter tile boards, Letter cards

Procedure: Review letter sounds (5 mins): a, i, o, b, g
Use tile board to display letters and ask student for letter name, keyword, and sound

Review letter identification by sound and letter formation (5mins):
Dictate letter sounds /p/, /t/, /d/, /t/ "Write the letter that makes the sound …..

Introduce tapping technique to decode words (5 mins):
- While using the letter cards, I will model tapping the initial, medial, and final sounds for the following words: fig, rod, nap
- I will tap each sound on a finger, rub the fingers with thumb, blend sounds together and say the word

Student practice (10 mins):
- Student will practice tapping the initial, medial, and final sounds for the following words spelled with the letter cards: sit, not, map
- Student will then tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word

Spelling Practice (5 mins):
- Model for students tapping out the sounds in a short a CVC word and writing the corresponding letters for the following: rot, it, rat
- Student taps out the sounds in a short a CVC word and writing the corresponding letters for the following words: fog, tip, sat

Sky and Rainbow Write Trick words (15 mins):
- Students will sky write then rainbow write the following Trick Words one at a time: did, is, his,
Narrative on Modifications for Lesson Plan 2c

The students are progressing with incorporating the tapping technique when they encounter a word that is unfamiliar. The visuals have also been helpful in assisting many students with being able to recall the words. However, some of my students are still not immediately going into the tapping when they have difficulty with decoding.

I have also seen a difference in how by changing the range or “word-families” each group of students is required to decode has enabled them to retain with greater accuracy either the individual phonemes or word families. I am seeing an increase in their ability to decode with greater fluency.

The worksheets as also given students greater context that was needed to make the sight-words more important to them. They are also seeing how they are beginning to build this wealth of sight-words. They see how often these “rule breakers” appear in many of the things we say and read.

Overall, the modifications are giving the students much more comprehensible input, as well as, providing them an opportunity to take this increased understanding to then negotiate meaning amongst themselves, and then apply it. Students are now using sight-words to begin to write sentences on their own that also incorporate their inventive spelling.

In the coming weeks I will engage in some assessments to see if the number of words used in practice needs to be increased, and also determine if some students would need to be moved to a higher level.
Using Our New Sight-Words Listening Guide – Lesson 2C

Following along as I read:

I went to sit on the chair.

I had a sandwich made of jelly.

He did his homework.
**Rainbow Writing Worksheet -2C**

Name: ______________________________

Trace each letter with 3 crayons. Say each letter, then the word.

<table>
<thead>
<tr>
<th>to</th>
<th>to</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>of</td>
<td>of</td>
<td>of</td>
</tr>
<tr>
<td>his</td>
<td>his</td>
<td>his</td>
</tr>
</tbody>
</table>

Submitted by Allan Solis
8/1/2014
Checklists
Appendix A

Unit: Phonics
Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Verbs</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Describe</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Answer questions</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Generate sounds</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Decode</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
Sheltered ELL Strategies Checklist

Write the page number and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Contextualize Lesson</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I. B. Develop Vocabulary</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I. E. Create Opportunities to Negotiate Meaning</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>II. Make Text Comprehensible</strong></td>
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<td></td>
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<tr>
<td>II. A. Intentional Use of Graphic Organizers</td>
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<tr>
<td>II. B. Modify Written Text</td>
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<tr>
<td>II.C. Amplify Number of Activities per Text</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>III. Make Talk Comprehensible</strong></td>
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<tr>
<td>III. A. Pace Teacher’s Speech</td>
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<tr>
<td>III. B. Use of Listening Guides</td>
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<tr>
<td>III. C. Use of Word Walls</td>
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<tr>
<td>III. D. Frame Main Ideas</td>
<td></td>
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<tr>
<td>III. E. Check for Understanding</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>IV. Change Traditional Classroom Talk</strong></td>
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<tr>
<td>IV. A. Use Teacher Question and Response Strategies</td>
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<tr>
<td>IV. B. Practice Instructional Conversations</td>
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<td>✓</td>
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<tr>
<td><strong>V. Engage at Appropriate Language Proficiency Levels</strong></td>
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<tr>
<td>V. A. Vary Question Techniques based on Student’s Language Proficiency level – in conversations, activities, and assessments</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>VI. Give Students Voice</strong></td>
<td></td>
<td></td>
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<tr>
<td>VI. A. Challenge students to produce extended academic talk</td>
<td></td>
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<tr>
<td>VI. B. Model Language for Oral and Written Production</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>VI. C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>VI. D. Respond to Student’s Voice – Writing and Error Correction</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Submitted by Allan Solis
8/1/2014
Original Lessons
Appendix B

**Title:** Wilson Fundations Level 1 – Phonics and Sight-Words  
**Grades:** K-1  
**Target Group:** K-1 students receiving Special Education Services in the Resource Room

**Source of Written Reading Materials:**


**Source of Lessons:**


**Goals:**

I want my students to know how to tap on their fingers each sound in a three-letter closed syllable word.

I want my students to know how to take each sound they tapped on their fingers and blend the sounds together in order to read the word.

I want my students to know how to memorize the spelling and pronunciation of trick words that do not follow the rules of phonics.

I want my to know the meaning of the three-letter closed syllable words they have learned to decode.

**Comments:**

Please note this set of units starts from unit 2. Students will have already completed Unit 1 within the Fundations curriculum prior to starting Unit 2. The students will have mastered the following skills over a 3 week period:

- Letter-Keyword-Sound for consonants and short vowels  
- Letter Formation for lower-case letters A-Z  
- Recite letters in alphabetical order  
- Sound recognition for consonants and short vowels
Level 1-Unit 2a

Objectives:

- SWBAT identify letters and tap the corresponding sounds within three-letter CVC words in order to begin decoding the word.
- SWBAT say and blend the three-sounds in short a vowel words in order to decode the word.
- SWBAT segment the three-sounds in short a vowel words in order to spell
- SWBAT write, memorize and recall Trick Words in order to decode.

Materials:
Magnetic letter tile boards, Letter cards

Procedure:

Review letter sounds (5 mins): a, s, m, r
Use tile board to display letters and ask student for letter name, keyword, and sound

Review letter identification by sound and letter formation (5 mins):
Dictate letter sounds /d/, /g/, /p/, /t/ “Write the letter that makes the sound ....”

Introduce tapping technique to decode words (5 mins):
- While using the letter cards, I will model tapping the initial, medial, and final sounds for the following words: sad, mat, rap
- I will tap each sound on a finger, rub the fingers with thumb, blend sounds together and say the word

Student practice (10 mins):
- Student will practice tapping the initial, medial, and final sounds for the following words spelled with the letter cards: sat, mad, rag
- Student will then tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word

Spelling Practice (5 mins):
- Model for students tapping out the sounds in a short a CVC word and writing the corresponding letters for the following: sap, tag, gap
- Student taps out the sounds in a short a CVC word and writing the corresponding letters for the following words: map, rat, gas

Sky and Rainbow Sight-Words (15 mins):
- Students will sky write then rainbow write the following Trick Words one at a time: the, is, a
Level 1-Unit 2b

Objectives:
- SWBAT identify letters and tap the corresponding sounds within three-letter CVC words in order to begin decoding the word.
- SWBAT say and blend the three-sounds in short a and i vowel words in order to decode the word.
- SWBAT segment the three-sounds in short a vowel words in order to spell
- SWBAT write, memorize and recall Trick Words in order to decode while reading.

Materials:
Magnetic letter tile boards, Letter cards

Procedure:

Review letter sounds (5 mins): a, i, f, l,
Use tile board to display letters and ask student for letter name, keyword, and sound

Review letter identification by sound and letter formation (5 mins):
Dictate letter sounds /m/, /n/, /r/, /s/“Write the letter that makes the sound ....”

Introduce tapping technique to decode words (5 mins):
- While using the letter cards, I will model tapping the initial, medial, and final sounds for the following words: fit, lid, sip
- I will tap each sound on a finger, rub the fingers with thumb, blend sounds together and say the word

Student practice (10 mins):
- Student will practice tapping the initial, medial, and final sounds for the following words spelled with the letter cards: fat, pit, rid
- Student will then tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word

Spelling Practice (5 mins):
- Model for students tapping out the sounds in a short a CVC word and writing the corresponding letters for the following: rap, sit, dip
- Student taps out the sounds in a short a CVC word and writing the corresponding letters for the following words: rig, sat, lip

Sky and Rainbow Sight-Words (15 mins):
- Students will sky write then rainbow write the following Trick Words one at a time: had, on, did
Level 1-Unit 2c

Objectives:

- SWBAT identify letters and tap the corresponding sounds within three-letter CVC words in order to begin decoding the word.
- SWBAT say and blend the three-sounds in short a, i and o vowel words in order to decode the word.
- SWBAT segment the three-sounds in short a vowel words in order to spell
- SWBAT write, memorize and recall Trick Words in order to decode while reading.

Materials:
Magnetic letter tile boards, Letter cards

Procedure:

Review letter sounds (5 mins): a, i, o, b, g
Use tile board to display letters and ask student for letter name, keyword, and sound

Review letter identification by sound and letter formation (5 mins):
Dictate letter sounds /p/, /l/, /d/, /t/“Write the letter that makes the sound ....”

Introduce tapping technique to decode words (5 mins):

- While using the letter cards, I will model tapping the initial, medial, and final sounds for the following words: fig, rod, nap
- I will tap each sound on a finger, rub the fingers with thumb, blend sounds together and say the word

Student practice (10 mins):

- Student will practice tapping the initial, medial, and final sounds for the following words spelled with the letter cards: sit, not, map
- Student will then tap each sound on a finger, rub the fingers with thumb and blend sounds together to read the word

Spelling Practice (5 mins):

- Model for students tapping out the sounds in a short a CVC word and writing the corresponding letters for the following: rot, it, rat
- Student taps out the sounds in a short a CVC word and writing the corresponding letters for the following words: fog, tip, sat

Sky and Rainbow Sight-Words (15 mins):

- Students will sky write then rainbow write the following Trick Words one at a time: a, of, to