



**The Best By Far**  
Giant giraffes are not short but tall.  
Cute, furry mice are not big but small.  
Large birds called storks perch in a tree.  
Huge sharks swim in a place called the sea.  
But the ones I think are the best by far,  
are my orange cat Ace and my shaggy dog Tar.

**Day 1 Phonemic Awareness**

**1 Hear and Say the Sounds** 10 minutes

**Demonstrate**  
Listen as I read this rhyme. Stress each *r*-controlled vowel sound as well as the hard and soft sounds of *c* and *g*. Now listen as I read the title again. What vowel sound do you hear at the end of *far*? (/är/) What sound do you hear at the beginning of *giant* and *giraffe*? (/j/) What sound do you hear at the end of *mic*? (/s/)  
Remind students that *r*-controlled vowel sounds include /är/, /ör/, and /ür/. Then reread the first line of the rhyme. What vowel sound do you hear in *short*? (/ör/) Listen to these words and tell me if you hear the hard or soft sound of *c*: *cute, place, Ace*. Repeat, having students identify the targeted sounds in these words: *large* (/är, /j/); *birds* (/ör/); *called* (/k/); *storks* (/ör, /k/); *huge* (/j/); *sharks* (/är, /k/); *orange* (/j/).

**Coach**  
Tell students that you will say three words that have the same *r*-controlled vowel sound. Ask students to name the *r*-controlled vowel sound they hear. Use words such as the following:  
*turn, port, born*    *hurt, dirt, fern*    *yarn, harm, bark*  
Repeat the procedure having students tell you whether the words you say have the hard or soft sound of *c* or *g*. Use words such as the following:  
*can, call, cat*    *wage, gym, giraffe*  
*gate, game, bag*    *cell, lace, peace*

**2 Segment and Blend Sounds** 5 minutes

**Demonstrate and Coach**  
Listen as I say the sounds in a word from the rhyme: /b/

/är/ /ä/. I'll blend the sounds together and then say the word: /b/ /är/ /ä/, *bird*.  
Listen as I say the sounds in other words. Repeat the sounds, blend them together, and tell me the word.  
/k/ /ä/ /j/ (*cage*)    /g/ /ör/ /j/ (*girl*)  
/k/ /ör/ /n/ (*corn*)    /j/ /ör/ /s/ (*force*)

**Apply and Assess**  
**Independent Practice** Use Blackline Master p. 164 to give students practice hearing the targeted sound from this lesson in words. Be sure students understand the directions. Have them complete the page during center time.  
**Pocket Chart Center** Stock the center with these Picture Cards: *bird, yarn, yogurt, acorn, unicorn, scarf, skirt, shark, shirt, thorn*. Have students group the pictures in a pocket chart by the *r*-controlled vowel sound they hear in each picture name.

**ELL or Reteach**  
Play a guessing game with students. Give a clue for a word with an *r*-controlled vowel sound and then segment the word, for example: *I'm thinking of something that a girl might wear. It is a /s/ /k/ /ör/ /j/*. Have students name the word. (*skirt*) Repeat with other words with *r*-controlled vowel sounds such as *corn, hurt, farm, and stir*. If time allows, repeat with words that have the hard or soft sound of *c* or *g*.

**Spur of the Moment**  
Say a word with an *r*-controlled vowel sound. Have students repeat the word and say another word that has the same vowel sound.

59 Review and Monitor • Whole Class Lesson

## Day 1 Phonemic Awareness

### Pre-Teach

#### Hear and Say the Sounds

Preview identifying words with specific sounds from the rhyme.

**Listen as I read the title of the rhyme: "The Best by Far."**

**Did you hear the /är/ or /ür/ sound at the end of *far*?**

(/är/) **Now listen as I read the first line of the rhyme,**

**"Giant giraffes are not short but tall." Did you hear**

**the /g/ or /j/ sound at the beginning of *giant* and**

***giraffe*? (/j/)**

Continue reading lines from the rhyme and asking questions about sounds.

**Is the vowel sound in *short* /är/ or /ör/? (/ör/)**

**Is the beginning sound in *cute* /s/ or /k/? (/k/)**

**Do you hear /s/ or /k/ in *place* and *Ace*? (/s/)**

**Do you hear /g/ or /j/ at the end of *huge*? (/j/)**

**Do you hear /g/ or /j/ in *shaggy*? (/g/)**

**Is the vowel sound /är/ or /ür/ in the middle of *perch*? (/ür/)**

### During

#### Segment and Blend Sounds

In Demonstrate and Coach, as you segment the sounds, ask questions such as the following to guide students as they blend the sounds.

**Listen. Do you hear /k/ or /s/ at the beginning—/k/ /ä/ /j/? Do you hear /g/ or /j/ at the end—/k/ /ä/ /j/?**

**Do you hear /k/ or /s/ at the beginning—/k/ /ör/ /n/?**

**Do you hear /är/ or /ör/ in the middle—/k/ /ör/ /n/?**

### Follow-Up

Review vocabulary from the rhyme with which students may be unfamiliar. Show pictures or realia of a giraffe, mouse, stork, shark, an orange cat, and a shaggy dog. Distribute the pictures and realia and reread the rhyme. Ask students holding items to hold them up when they hear that word.

Distribute ELL Blackline Master p. 72 to support students in understanding the rhyme. Review the directions, and help beginning level students as necessary.