

## Day 1 Phonics

### 1 Connect Sounds to Symbols 10 minutes

#### Demonstrate

Write the rhyme "The Best By Far" on chart paper. As you read the rhyme aloud, track the print. Then reread the title.

What vowel sound do you hear in *Far*? Frame the letters *ar*. The letters *ar* stand for the /*är*/ sound in *Far*. Say *Far*, and listen for the /*är*/ sound. Follow a similar procedure to review or (short, storks), *ur* (lurry), *ir* (birds), and *er* (perch).

Frame *giant*. What sound do you hear at the beginning of *giant*? Frame the *g* in *giant*. When *g* is followed by *e*, *i*, or *y*, it often stands for the /*j*/ sound. What other word in this line begins with /*j*/ (giraffes)? What letter stands for the sound? Have students find three words in the rhyme that end with the /*j*/ sound. (*large*, *huge*, *orange*) Ask what letter stands for the sound.

#### Coach

On the board write word pairs with *r*-controlled vowel sounds. Read the words with students and have them identify the letters that stand for the *r*-controlled vowel sounds. Ask volunteers to draw lines under those letters.

thorn/sort	harm/park	fur/burn	her/perch
dirt/shirt	farm/short	fern/term	part/large

Follow a similar procedure with the following pairs of words with the hard or soft sound of *c* or *g*.

cake/coat	goat/goal	cent/cease	gem/charge
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### 2 Blend Sounds 10 minutes

#### Demonstrate

Write the word *large* on the board. Point to the word and demonstrate how to read it by blending the sounds.

Think Aloud When I see the letters *l-a-r-g-e*, I think of the sounds the letters stand for. I know the letters *ar* usually stand for the /*är*/ sound. I also know that *g* often stands for the /*j*/ sound when it is followed by *e*. In this word, *g* is followed by *e* so it probably stands for the /*j*/ sound. I'll blend the sounds together and say the word: /*l*/ /*är*/ /*j*/, *large*.

#### Coach

Write these words on the board: *short*, *cute*, *mice*, *big*, *bird*, *stork*, *perch*, *huge*, *shark*, *place*, *cat*, *dog*. Have students blend the sounds to read each word. Ask students to use the words in sentences.

#### Apply and Assess

**Independent Practice** Use Blackline Master p. 165 to give students more practice reading words with *r*-controlled vowels and the hard and soft sounds of *c* and *g*. Be sure students understand the directions. Have them complete the page during center time.

### 3 Practice High-Frequency Words 5 minutes

Gather these high-frequency word cards from the Word Wall: *again*, *away*, *number*, *once*, *upon*, *walk*, and *write*. Place the cards face down. Have students, in turn, choose a card and give clues for the word. Have other students guess the word by spelling it aloud.

## Practice High-Frequency Words

Before practicing the previously learned high-frequency words *again*, *away*, *number*, *once*, *upon*, *walk*, and *write*, check students' ability to read and correctly pronounce the words. Write the following sentences on the board and have volunteers take turns reading them aloud.

*We will write that number again.*

*Once upon a time, a little bear ran away.*

*I will walk to school again today.*

## During

### Blend Sounds

While doing the Coach activity, as you or your students take turns blending sounds of words on the board, have volunteers point to each sound as it is blended.

## Follow-Up

Assess students' understanding. Take down the Phonetic Element Cards and pictures you displayed for reference in the whole class lesson Connect Sounds to Symbols (*ar*, *or*, *ur*, *ir*, *er*, *g*, *c*, *shark*, *thorn*, *yogurt*, *shirt*, *over*, *sponge*, *dog*, *ace*, and *cat*). Give each pair of students copies of those cards, and have them match the Phonetic Element Cards with the picture that has the same sound.

## Day 1 Phonics

### Pre-Teach

#### Connect Sounds to Symbols

Display the following Phonetic Element Cards and matching pictures that contain the sounds. Review each phonetic sound and identify the pictures. Keep the cards displayed for reference if students need help remembering the sounds during the whole-class activities.

<i>ar</i> -shark	<i>ir</i> -shirt	<i>g</i> -sponge, dog
<i>or</i> -thorn	<i>er</i> -over	<i>c</i> -ace, cat
<i>ur</i> -yogurt		