

Day 2 Phonics

1 Build Words 15 minutes

Demonstrate

Review with students the sounds for *r*-controlled vowels and for hard and soft *c* and *g*. Then write the word *shirt* on the board.

Think Aloud I see the letters *s-h-i-r-t* and know the sounds they stand for. I can blend the sounds together to say the word: /sh/ /hr/ /t/. *shirt*. Now I want to change the word *shirt* to make the word *short*. I know that *shirt* and *short* begin and end with the same sounds. When I say *short*, I hear the /or/ sound in the middle. I know that the letters *or* stand for /or/, so I will erase the *ir* and write *or* to build the word *short*.

Coach

Continue in a similar way to have students build these words: *ace*, *age*, *cage*; *car*, *far*, *fur*; *corn*, *barn*, *burn*; *gem*, *germ*. After each word is built, have students blend the sounds to read the word.

Apply and Assess

Use the Management System CD-ROM to print out copies of the Phonetic Element Cards for *a-z*, *ar*, *er*, *ir*, *or*, and *ur*. Distribute the cards to students. Have partners use the cards to build at least two words for each of the following: each *r*-controlled vowel sound (/ur/, /or/, /ir/), the soft and hard sounds of *c*, and the soft and hard sounds for *g*. Ask them to list their words. Then have students check their words in a dictionary to make sure they have used the correct spellings for the sounds.

2 Sort Words 10 minutes

Demonstrate and Coach

Write the following words on blank index cards: *page*, *bird*, *cape*, *goose*, *barge*, *force*, *cent*, *cite*, *goat*, *cool*, *germ*, *place*, *gem*, *gate*. Read aloud each word card with students. Hand out the Phonetic Element Cards for *c*, *g*, *ar*, *er*, *ir*, and *ur*. Have those students holding a Phonetic Element Card stand in the front of the room and hold up their cards. Hand out the word cards to students. Have them take turns reading the word on

their card. Then have them sort the cards by standing behind the student holding the matching Phonetic Element Card.

Apply

Write each of these words as column heads: *far*, *far*, *fur*, *sir*, *her*, *cent*, *gem*. Underline the focus letters in another color. Have students come up to the board and add words to each column that have the same sound as the underlined letters.

ELL or Reteach

Write these words on the board: *age*, *ice*, *arm*, *store*, *dirt*. Have students read each word and use it in a sentence. Then ask students to give a rhyming word for each word and to use those words in sentences.

3 Read Decodable Book 5 minutes

Use the nonfiction decodable book *Seasons* to have students practice reading words with *r*-controlled vowel sounds, soft and hard *c*, and soft and hard *g*. Introduce the nonfiction book by telling students the title. Review the *r*-controlled vowel sounds and the hard and soft sounds of *c* and *g*. Also review the high-frequency words *again*, *away*, *once*, *walk*, and *write*.

Briefly preview the book with students. Introduce the content words on the inside back cover since they may not be decodable or familiar. Remind students that nonfiction books often use words that may be challenging in order to talk about the nonfiction subject but that they will be able to use their decoding strategies, context clues, and picture cues to figure out the words.

Tell students that they will read their new book during center time. During small group instruction or during Guided Reading, you may wish to have a few students read the decodable book aloud to you. Monitor to be sure students can recognize and read the high-frequency words and words with *r*-controlled vowels and the hard and soft sounds of *c* and *g*.

sounds, such as *are*, *birds*, *city*, *coats*, *corner*, *garden*, *large*, and *turn*.

During

Sort Words

During the Apply activity, reinforce vocabulary comprehension by asking volunteers to make up a sentence for the word. You may want to give beginning and early intermediate level students a choice of words to add to a column on the board. For example: **Where would you write *star*—under *far* or *fur*?** Guide students as needed in spelling words.

Follow-Up

Provide reading practice of the decodable book for the skills in this lesson. Check for students' ability to read words that have the phonetic elements reviewed in this lesson by having students read aloud from *Seasons*. You also may wish to check comprehension of the concept in the book by having students share the names of the seasons they read, the kind of weather they have, and where they live during each of the seasons.

1. How many times does the Earth go around the sun each year?
2. Use your hand to show how the Earth tilts.
3. When is there more daytime, in the spring or in the summer?
4. In what season does school start?
5. What season do you like best? Why?

You may wish to ask beginning level students yes or no questions.

(59) Review and Monitor • Whole Class Lesson

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Pre-Teach

Reinforce some of the skills from the previous day. Hold up one of the following Phonetic Element Cards: *ar*, *or*, *ur*, *ir*, *er*, *g*, *c*. Say the sound the letters represent and ask a volunteer to give an example of a word with that sound. Repeat for all cards.

Read Decodable Book

Briefly discuss weather and seasons with students, reminding them that the seasons are *summer*, *fall*, *winter*, and *spring*. Relate the seasons to months of the year. Then use the whole class lesson to pre-teach the decodable book. Encourage English language learners to read *Seasons* independently after instruction. If needed, give them extra listening and reading support. Create a classroom recording of the take-home decodable book. Either read the book aloud or play the recording. You can have a few students read parts of the decodable book aloud to you. Monitor to make sure students recognize and can read words from the book that contain the *r*-controlled vowel sounds and hard and soft *c* and *g*.