

# Review and Monitor

## The Wright Skills™

### Background Information

This lesson reviews *r*-controlled *a* sound /är/, *r*-controlled *o* sound /ôr/, and *r*-controlled *e*, *i*, and *u* sound /ûr/, as well as hard and soft sounds for *c* and *g*. Reviewing so many sounds at once can be challenging for some English language learners. Students will need additional support by reviewing fewer letters and sounds at one time more slowly and concretely. Use this lesson to provide support before, during, and after whole-class instruction. Pair an English language learner with an English-speaking classmate during whole-class activities for additional support.

ELL Lesson 59 offers these specific strategies:

- Students identify a specific *r*-controlled vowel sound or hard or soft *c* or *g* from a pair of words.
- Students actively practice identifying words with the same *r*-controlled sound.
- Reference cards are displayed to help students match pictures with the sounds they contain.
- New words that are essential to understanding the rhyme are introduced and practiced.

### Objectives

- Review and produce *r*-controlled vowel sounds.
- Review and produce the hard and soft sounds of *c* and *g*.
- Associate the *r*-controlled vowel sounds with their corresponding letters.
- Associate the sounds /k/ and /s/ with *c* and the sounds /g/ and /j/ with *g*.
- Recognize, read, and spell words with *r*-controlled vowels.
- Recognize, read, and spell words with the letters *c* and *g*.
- Build words with *r*-controlled vowels and words with the letters *c* and *g*.
- Practice and review previously taught high-frequency words.
- Write words with the review skills.
- Understand the meaning of vocabulary words that represent the phonetic elements of the lesson.

### Pre Check

Use this activity with beginning and early intermediate level students to assess students' familiarity with sounds of *r*-controlled vowels and hard and soft *c* and *g*. Students who are at or above the intermediate level should receive the pre-check from the whole class lesson.

Have students choose the word from a pair that matches a specific Phonetic Element Card. Hold up Phonetic Element Card *ar*. **Which word has this /är/ sound: *barn/bake?*** (*barn*)

Hold up Phonetic Element Card *or*. **Which word has this /ôr/ sound: *horse/hat?*** (*horse*)

Repeat with Phonetic Element Cards *er*, *ir*, *c* and *g* and the following word pairs:

er /ûr/	<i>five/fern</i>
ur /ûr/	<i>come/curl</i>
ir /ûr/	<i>did/dirt</i>
c /k/	<i>cow/seven</i>
c /s/	<i>quick/nice</i>
g /g/	<i>age/pig</i>
g /j/	<i>huge/rag</i>

### Kit Materials

(See the whole class lesson for other kit materials.)

- Whole Class Lesson 59 Review and Monitor
- ELL Blackline Master p. 72
- Picture Cards:
 

cat (5)	mouse (40)	over (117)
---------	------------	------------

### Classroom Materials

pictures and realia: giraffe, stork, shark, orange cat, shaggy dog

