

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* (*furry*), *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.

<i>thorn/sort</i>	<i>harm/park</i>	<i>fur/burn</i>	<i>her/perch</i>
<i>dirt/shirt</i>	<i>form/short</i>	<i>fern/term</i>	<i>part/large</i>

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

<i>cake/coat</i>	<i>goat/goal</i>	<i>cent/cease</i>	<i>gem/barge</i>
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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.

