

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/ /ûr/ /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 /ôr/ sound in the middle. I know that the letters *or* stand for /ôr/, 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*, *for*, *fur*; *corn*, *born*, *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 (/ûr/, /ôr/, /är/), 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*, *gage*, *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*, *or*, *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*, *for*, *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*.