

Tuesday

Multi Sensory Phonics**OBJECTIVE:**

Write the main objective(s) of the lesson
SWBAT identify the sounds of 4 consonants that appear in the story/vocabulary list. SWBAT to spell closed syllable words with these consonants.

Language

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

f. Write a letter or letters for most consonant and short vowel sounds (phonemes).

g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.K.2 and 1.2 merge)

Reading Foundations Skills

*RF.1. Print Concepts: Demonstrate understanding of the organization and basic features of print (K-1)**

d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

· Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

c. Count, pronounce, blend, and ~~segment~~ syllables in spoken words.

e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

h. Add or substitute individual sounds (phonemes) in simple, one-syllable words

RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

· Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

d. Decode regularly spelled one-syllable words.

MATERIALS:

- **Vocabulary PPT**
- **Flashcards (teacher set)**
- **Pocket chart alphabet**

	<ul style="list-style-type: none"> ● Student whiteboards, erasers, dry erase markers ● Student phonics tiles ● Spelling test level 0 & level 1 (if you choose to test them) ● story
TIME:	2 Hours
Warm-up/ Review: 50-60 minutes	<ol style="list-style-type: none"> 1. Today is worksheet 2. Letter of the Day 3. What did you do yesterday? 4. Vocab Review: Revisit the slide show from Monday. Have students sort the words using the first consonant sounds.
Introduction: 10 minutes	<p>Pass out the envelopes with the letter tiles in them. Have students take them out and arrange them in order A-Z.</p> <p>*For fast finishers: Get students started saying, “what letter?” “What sound?” Have them practice alone or in pairs the sounds of each letter.</p> <p>When everyone is finished, have students keep the letters in the spelling list on their desk and put the other letters back.</p>
I do it: 5 minutes	<p>Visual drill:</p> <p>Show the students each letter card and say the name of the letter and its sound: “B says /b/” etc. and have students repeat one time.</p>
We do it: 10 minutes	<p>Audio drill:</p> <p>Show students on the board how to write the letter correctly. Then have them write it 5 times on their whiteboard.</p> <p>Together, trace the letters so that you are erasing them with your fingers and chant, “B says /b/”.</p>
You do it: 25-30 minutes	<p>Phonics Tiles:</p> <p>To review the sounds, “Show me [say the sound].”</p> <p>Next, “Show me /b/ /uh/ /s/” sound out the words and count the sounds on your fingers. Repeat for each word.</p> <p>Last, “Spell bus.” Repeat for each word.</p> <p>Say the word, have students tap it out on their fingers. Have students spell the word. Spell the word having students check their spelling.</p>

Application/ Extension: 15 minutes	<p>Find it in the story:</p> <p>Choose two consonants in the story.</p> <p>Have students find the first letter every time it appears in the story, “Find /b/. What letter says /b/?” “Color /b/”. Show students how to highlight “B” (or whatever letter you’ve chosen) in the text. On the back of their story make a list of all the words that have “B”.</p> <p>Have students exchange highlighters with another student so they have a different color. Have them find the second letter in the story and highlight it. Make a second list on the back for that letter.</p> <p>Have students practice reading the story to one another in pairs.</p>