

Lesson Focus: (Foundational Skill) Good readers sound out words they do not know.

Unit of Study: First Grade, Unit 4: Animals Everywhere

Lesson #: Week 2

Connection (1 minute)	<p>“Remember, we learned that the letters of the alphabet make different sounds. For example, last week we learned that ai, a_e, and ay make the long A sound. Some words that have the long a sound are: cake, pay, and made. (Give additional examples as necessary). Good readers blend letter sounds to make a word. When we read, it is important to blend these letter sounds together to make a word.”</p> <p>“Today I’m going to teach you that when good readers come to a word they do not know, they take the time to sound it out.”</p>
Teaching (5 min)	<p>Give Students a Brief Description of Strategy and Why It’s Important</p> <ul style="list-style-type: none">- “Boys and girls, sometimes when I am reading, I come across a word I do not know. Instead of skipping the word, I take the time to sound it out by blending the letter sounds.”- “Good readers do this because it helps them understand what they are reading.” <p>Let me show you what I mean</p> <ul style="list-style-type: none">- Teacher: <i>Before reading the short story “A Team of Fish”, display the long /e/ words.</i>- “Boys and girls, the letters e, ee, ea, and ie make the long /e/ sound as in sea, meat, and chief. Let’s begin reading and see if we can sound out some long e words we don’t know.”- “Fish swim in lakes and...hmmm... I don’t recognize this word. Let me sound it out. /c/ /r/ /ee/ /k/. I see a double /ee/. I know that makes the long E sound. Let’s try sounding it out again....CREEK. The word is creek.” <p>(Model with additional words as necessary)</p> <p>Recap Did you see what I did? “Did you see how when I came to a word I did not know that I stopped, sounded out the word by blending the letter sounds?”</p>

<p>Active Engagement (3 min)</p> <p>Allows for guided practice</p>	<p>Now it's your turn to try this.....</p> <p><i>Teacher: Use the Wonders Online Platform. In Unit 4, Week 2, find the Phonics Activity: Isolation Long E. Display the Qu_n (Queen) phonics activity page.</i></p> <p>“By looking at the picture, I know that this word is QUEEN. Look at these two words. Turn and talk to your partner and sound out each word. Which word has the long e sound?”</p> <p><i>After 2 minutes, purposefully choose two readers to share how they blended the letter sounds to say the words “real and “rent”. Also have a student tell which word has the long /e/ sound.</i></p> <p>*Allow for additional practice as necessary*.</p>
<p>Link (1 min)</p> <p>Linking mini lesson to their independent work</p>	<p>“Today, I just taught you that when good readers come to a word they do not know, they take the time to sound it out.”</p> <p>“When you go off to read today, you’re going to practice blending the letter sounds to make a word while you read your own books. Now that you know this is something that good readers do, you can use this skill whenever you read.”</p> <p>*Note: Add this strategy to your Unit anchor chart.</p>
<p>Independent Reading</p> <p>Suggested time: Build to 30 minutes over the school year.</p>	<ul style="list-style-type: none"> ● Students are reading independently. ● Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.
<p>Share</p>	<p>End of workshop - Whole Group Share</p> <p>Options:</p> <ul style="list-style-type: none"> - Have students share a word they were struggling with and how they blended letter sounds to make the word. - Praise behaviors that were observed during students' independent reading. <p>Sample talk: “Suzie, I really loved that when you came to a word that you were struggling with, you took the time to sound it out instead of skipping it. I know you were really trying to applying the strategy of sounding out unknown words. Nice job, Suzie!!”</p>

- Review previously taught strategies and skills.

Sample talk: “ You all did such a great job blending the sounds of unknown words today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as....”