

Miami Dade College – State Leadership Grant - ESOL Level 1 (Literacy Foundations)
Systematic Phonics/Reading Comprehension Skills – Lesson 10

Use with 11.0 Environment and the World – Benchmark 13.01 and 13.02

Identify seasons and weather and respond appropriately to weather emergencies (hurricanes, tornadoes, floods). / Locate United States and Florida on a world map; locate city and county of residence on a state map.

Objective: Systematic Phonics – 1) The student will pronounce vowel and consonant sounds (review all) with 80% mastery. 2) The student will divide words into syllables with 80% mastery.

Reading Comprehension – 1) The student will review literal (main idea, use of context clues, identification of supporting details) and critical (inference, author’s purpose, fact and opinion), answering comprehension questions with 80% mastery. 2) The student will use structural analysis to identify part of speech (and meaning of the word) of words within reading passages with 80% mastery.

Word Bank:

- Hurricane	- Tornado	- Flood	- Rain	- Rainy	- Cloud
- Cloudy	- Sun	- Sunny	- Hot	- Heat	- Cold
- Cool	- Frost	- Freeze	- Freezing	- Pour	- Pouring
- Raining	- Shine	- Shining	- Shiny	- Flooding	- Coldness
- Coolness	- Temperature	- Barometer	- Humid	- Humidity	- Cyclone
- Twister	- Umbrella	- Raincoat	- Jacket	- Weather	- Forecast
- Thermometer	- Weak	- Week	- Weekend	- Strong	- Strength
- Tropical	- Currently	- Current	- Monday	- Tuesday	- Wednesday
- Thursday	- Friday	- Saturday	- Sunday		

Materials:

- National Forecast map from newspaper or internet
- Six day forecast from newspaper or internet
- US map
- State map
- World map
- Vocabulary journals
- Newspaper article discussing weather conditions

Activities: This bank of activities is designed to add Systematic Phonics, Vocabulary Development, and Reading Comprehension Skills instruction into ESOL Level 1 lessons. The activities may be used as a whole-class period or incorporated in 20-minute segments over several days, as the teacher deems appropriate. Activities may be used in large-group or small-group settings.

Homework: This bank of activities is designed to add Systematic Phonics, Vocabulary Development, and Reading Comprehension Skills instruction into ESOL Level 1 homework assignments. Assignments may be given on a daily, bi-weekly, or weekly basis, as deemed appropriate by the teacher. Research shows that increased reading in the target language improves fluency, comprehension, and language acquisition.

(A1) - After a lesson introducing vocabulary and concepts related to weather, use a weather map from the newspaper or internet to review vocabulary. Divide students into teams and ask them to use the pattern sort activity to group words according to vowel sound. Vowel sounds covered in these lessons include short vowel (CVC and variant spellings), long vowel (CVCE and variant spellings), diphthongs, vowel + r, “oo” as in “book”, “oo” as in “cool”. Remind students that words can be broken into parts called syllables. Discuss the map. Build background by discussing weather conditions found in different areas. Practice map reading by asking detail questions about the map.

(H1) - Prepare a worksheet with comprehension questions related to the six-day forecast. Hand out copies of the worksheet and forecast.

(A2) - Introduce the concept of prefixes and suffixes by writing the words “freeze”, “freezing”, “freezer”, “refreeze” on the board. Ask the students how the words are similar. Explain that “freeze” is called the “root” of the word; the endings “ing”/“er” are called suffixes and change the part of speech (verb – progressive/adjective/noun) and the syllable at the beginning, “re”, is a prefix that changes the meaning of the word – “freeze again”. Use other vocabulary words and change the form by adding prefixes and suffixes (example: forecast / forecaster / forecasting; cool / coolly / coolness; hot / heat / preheat). Introduce common prefixes (re, un, im, in, il, ir, pre, post, pro, anti) and suffixes (ness, ment, er/or, ing, ed, ful, ous, less, ly, al, an, ance/ence). Divide students into teams and have a race to see which team can create the most new words by adding prefixes and suffixes.

(H2) - Write a paragraph about an experience with a weather emergency using new vocabulary.

(A3) - Use the weather forecast for comprehension practice. Have students read silently and aloud for comprehension and pronunciation. Ask literal and critical comprehension questions related to the weather forecast. Ask students to each create one detail and one inference question from the information in the weather forecast. Ask and answer each other's questions. Use a National Forecast map from the newspaper or internet to prepare a quiz with literal and critical comprehension questions related to the information on the map.

(H3) - Continue at-home reading, adding to vocabulary journals (2 days).

(A4) - Together, read an article taken from the newspaper or internet related to preparedness for weather emergencies. For the purposes of this activity, the article may be at a high reading level. Practice using context clues, including structural analysis, to analyze vocabulary. Read for meaning. Ask literal and critical comprehension questions. Help the students to recognize that, by using the techniques they have practiced, they can read more difficult material. Discuss personal experiences with weather emergencies. How does the information in the article relate to the students' lives?

(H4) - Continue at-home reading, adding to vocabulary journals (2 days).

Evaluation: Participation in group activity (vocabulary identification, map reading, pronunciation, affix race); 80% mastery quiz.