

**Miami Dade College – State Leadership Grant - ESOL Level 1 (Literacy Foundations)**  
**Systematic Phonics/Reading Comprehension Skills – Lesson 2**

Use with Standard 11.0, Consumer Education/ Benchmark 11.03 and 11.04.  
Name and state cost basic clothing items /Identify basic American clothing sizes (S, M, L, XL and XXL).

**Objective:** Systematic Phonics- 1) The student will pronounce words containing short vowel sounds using CVC pattern with 80% mastery.  
2) The student will write a dictation using CVC words with 80% mastery.  
Reading comprehension – 1) The student will identify the details from coupons and sales ads with 80% mastery. 2) The student will identify statements of fact and opinion from sales ads with 80% mastery.

<b>Word Bank:</b>				
- Pants	- Tag	- Cap	- Bracelet	- Necklace
- Handbag	- Belt	- Pin	- Sock	- Slip
- Slippers	- Sandal	- Cuff	- Hem	- Collar
- Top	- Tank	- Top	- Swimsuit	- Strap
- Pocket	- Tank top			

**Materials:**

- Chalk
- Chalkboard
- Magazines
- Markers
- Coupons
- Newspaper ads
- Construction paper
- Scissors
- Connectors
- English dictionaries or picture dictionaries

**Activities- (A) :** 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- (H):** 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 names of clothing and clothing sizes, the teacher will list names of clothing on the board, grouping the words according to short vowel sound (example: pants, handbag, cap, tag, sandal, tank top, strap / bracelet, necklace, pocket / pin, slip, slippers / sock, pocket / cuff). Use a Pattern Sort activity to identify the CVC pattern. To use the Pattern Sort activity, highlight the short vowel sound within each group (for words occurring twice - pocket-tank top - highlight the appropriate vowel for the group – pocket/o/e/-tank top/a/o). Ask the student to identify the spelling pattern (CVC) that unifies all of the highlighted sounds. Explain that these sounds are called “short” vowel sounds. Pronounce the words in each group, stressing the short vowel sound. Show students that in the word “bracelet”, the first syllable contains a different spelling pattern (CVCE), which creates a different vowel sound. Also, explain that the spelling exceptions to this pronunciation rule are vowels followed by “r”, “w”, and “y”. Pronounce, “collar” showing the students the difference between the vowel followed by “r” and the CVC vowel sound. Have students work in groups to expand the list; designate one vowel sound per group and ask students to list as many words as they can containing that sound and spelling pattern. You may make this into a race, awarding a prize to the group with the most new words that correctly match sound and pattern.

**(H1)-** Ask students to add new words from class to their vocabulary journals, and continue to read, adding new words to the journal.

**(A2)-** Make word family wheels using short vowel sounds. To make wheels, have students cut two construction paper circles in two colors. Divide one wheel into 8 sections, and write one letter of the alphabet in each section. Attach the circles in the center with a connector. The teacher will write the letters in a word family (“an”, “and”, “ag”, “at”, “et”, “ed”, “ell”, “in”, “ip”, “og”, “ot”, “uff”, “un”, and so on). The students will practice pronouncing the words with partners, focusing on the short vowel sounds. If a combination does not create a word for that family (example: tuff) the student should cross out the letter on the wheel. If students are not sure if the word is correct, they can use an English dictionary to check (remind them that if the word they have formed is not in the dictionary, it is not an English word). As a class activity, have students write a dictation using CVC words. (Example: 1. Mary has red pants. 2. Pat is on the yellow cap). Ask students to write their sentences on the board and correct together. Review pronunciation of short vowels.

**(H2)-** Students should continue to read at home and bring a list of 10 CVC words from their reading.

**(A3)** Use coupons to review CVC pattern and for reading comprehension activity. Distribute coupons or ask students to bring coupons to class as part of the previous day's homework assignment. Ask, "Who has a word with the short \_\_\_\_\_ sound written on their coupon?" Continue with all of the short vowel sounds. Ask "wh" questions related to the information contained in the coupons, for example, "What item can you buy with this coupon?" List sample questions on the board. Practice finding the answers to the questions from the information in the coupon. Teach comprehension strategies such as matching key words from the question to the written information (how much = price). Ask students to work in pairs and ask each other 5 questions (what, when, where, how much, how many) about the coupons. Ask students to exchange coupons and answer the following questions on paper: 1) What item can you buy with the coupon? 2) When can you use this coupon? 3) How much money can you save if an item costs \$5.00 and you have a coupon for ½ off the price? 4) Can you use this coupon in any store or only in specific stores? 5) How many copies of this coupon can you use at one time?

**(H3)** Homework: Find a coupon in the newspaper or a magazine. Answer the same 5 questions about your coupon.

**(A4)** Make copies of a page of newspaper sale ads from your local newspaper. Distribute the copies. Review short vowel sounds by asking students to go to the board and list CVC words found in the ads. Review identification of supporting details by asking "wh" questions about the ads. Find one statement of Fact (example: men's pants, on sale January 10, 25% off) and write the statement on the board. Explain that the definition of a fact is something that can be proven. Ask students to identify other statements of fact from the ads. Write one statement of Opinion from the ads on the board (example: fantastic buy!). Explain that an opinion cannot be proven; one person may agree while another may disagree. Ask students to identify other statements of opinion from the ads. Have students read statements from the ads to a partner and practice identifying the statements as Fact or Opinion.

**(H4)** Find a newspaper or magazine ad. List a statement of fact and a statement of opinion from the ad.

**Evaluation:** Participation in group activity; 80% mastery dictation exercise; 80% mastery supporting details exercise (coupons); 80% mastery fact and opinion exercise (ads).