

Miami Dade College – State Leadership Grant - ESOL Level 1 (Literacy Foundations)
Systematic Phonics/Reading Comprehension Skills – Lesson 3

Use with Standard 8.0, Time and Money/Benchmark 8.02 and 8.03

Tell time using analog and digital clocks/ Demonstrate the use of a calendar by identifying days of the week and months of the year using words and abbreviations.

Objective: Systematic Phonics- The student will write words containing long vowel sounds using the CVCE pattern with 80% mastery.

Reading Comprehension – 1) The student will identify supporting details from calendars and schedules using 80% mastery.

2) The students will identify author’s purpose with 80% mastery.

Word Bank:

- | | | | | | |
|------------|------------|--------------|-------------|-------------|---------|
| - Time | - Five | - Six | - Seven | - Nine | - Ten |
| - Eleven | - Twelve | - June | - September | - October | - Clock |
| - Calendar | - Schedule | - Date | - Here | - Begin | |
| - Began | - Plane | - Bus | - Store | - Admission | |
| - Price | - Deposit | - Withdrawal | - Bank | - Teller | |

Materials:

- Chalk
- Chalkboard
- Card board or plastic clock
- Markers
- Copies of calendar and schedules
(Movie schedules, class schedule, etc.)

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 calendars, days of the week and months of the year, abbreviations, and telling time, list CVC words related to time and numbers on the board. Ask students to pronounce words and identify pattern (CVC). List CVCE words on the board. Pronounce the words together. Explain that this pattern creates the “long” vowel sound in English and that this means the sound of the letter name as pronounced when saying the alphabet or spelling words orally. Stress that the final “e” is silent in this spelling. Give students examples such as “hop” and “hope” to demonstrate the effect of the final “e” in changing pronunciation. (*It may help students to remember the difference in pronunciation to use the explanation that the short sound is the preferred pronunciation. The “e” is required to change the pronunciation.) Pronounce long vowel words from the word bank or related lessons. Ask students to listen for the letter name and identify the vowel heard in each word.

(H1)- Continue to add to vocabulary journals, concentrating on CVCE words found in reading.

(A2) Ask students to say a word related to time (for example, five). Ask the class to identify CVCE or CVC pattern. Use “spot and dot” to divide multi-syllable words and practice pronunciation using the CVC and CVCE rules (example: sche-dules = CVC/CVCE). To use “spot and dot”, put a dot over each vowel in the word and divide the word according to the CVC or CVCE pattern-CA-LEN-DAR / BE-GIN / BE-GAN. Practice pronunciation. Ask students to create dialogues using vocabulary related to time and money. (Sample situations: asking admission price and times at a movie, asking class times and room numbers, making a bank deposit or withdrawal.) Practice correct pronunciation of short and long vowel sounds.

(H2)- Students will find 10 CVCE words in a newspaper or magazine (movie times, bus schedules, sales ads) and list on paper.

(A3) Use real-life reading materials such as plane or bus schedules, movie schedules, bank deposits and withdrawal slips. Ask supporting detail (“wh”) questions related to time and money information. Introduce the term “purpose”. Ask students to define the term. Explain that in reading “purpose” relates to the author’s reason for writing. For example, a schedule’s purpose may be to give times or times and prices. A movie advertisement’s purpose is to convince viewers to see the movie. A sale ad’s purpose is to give information on prices and to convince buyers to purchase goods. Discuss the purpose of each piece of reading material.

(H3)- Create a daily schedule. Highlight or underline CVCE words in the schedule.

(A4)- Using real-life materials from Day Three, give a short, teacher-made quiz identifying the purpose of each piece of material.

(H4)- Students will continue to read and add to vocabulary journals.

Evaluation: Participation in group activity. 80% mastery oral response; 80% mastery of vowel identification activity; 80% mastery of schedule activity (vocabulary use and identification of vowel pattern; 80% mastery of teacher-made quiz (author's purpose).