

Miami Dade College – State Leadership Grant - ESOL Level 1 (Literacy Foundations)
Systematic Phonics/Reading Comprehension Skills – Lesson 4

Use with Standard 5.0 Interpersonal Communication - Benchmarks 5.01 and 5.02
 Use appropriate greetings, introductions, and farewells. / Identify self and give personal information.

Objective: Systematic Phonics – The student will write words containing long vowel sounds using spelling patterns other than CVCE with 80% mastery.
 Reading Comprehension – 1) The students will identify main ideas and purpose from short reading passages with 80% mastery. 2) The students will identify word meaning from context (homonyms).

Materials:

Word Bank:						
-Hi	- Bye	- Greet	- Meet	- Met	- Know	- Knew
-Your	- Day	- Neighbor	- Be	- She	- Right	- My
- Seat	- Road	- Grew	- Suit	- Blue	- Main	- Receive
- Behind	- Hello	- Tie	- He	- Grow		

- Chalkboard
- Chalk
- Markers
- Index Cards
- Copies of advertisements from cruise ship
- Copies of short reading passages such as *Easy English News*, beginning-level *Penguin Readers* or *Scholastic Readers*, sections from children’s Social Studies texts (used by parents when helping children with homework), or adult- appropriate children’s (biographies, historical fiction)

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 vocabulary and expressions used to introduce oneself and provide personal information, ask students to work together to create a dialogue using vocabulary from the lesson. Use a language experience approach. (Write students’ responses on the board without correcting for spelling or grammar initially. Then, as a group, correct for spelling and grammar.) Read the dialogue aloud and ask students to repeat. Read the dialogue a second time, asking students to listen for long vowel sounds. Remind the students that the long sound is the vowel name as pronounced when saying the alphabet – A/E/I/O/U. List words containing long vowels by vowel sound on the board. Identify variant spellings for each long vowel sound. The students should recognize the following spelling patterns for each vowel sound: A – ai/wait, ay/day, ei/neighbor (not after c), the words “bear”, “pear”, “swear”, “tear”/verb, “wear”; E – Ce/he, ee/see, ea/hear, ei(after c)/receive, ieCE (after consonants other than c)/piece, final Y in multi-syllable word /baby; I – Ci/hi, Cie/pie, igh/right, Cy/fly, ind/find; O – oa/road, *ou, *ow, or/more, oor/door’ old/cold; U – ui/suit, “you”, ew/new, ue/blue. Ask students to add long vowel words with variant spellings to the list. **Remember that the “ou” and “ow” spellings for long O each may also be pronounced as a diphthong. It may be helpful to give students a list of long vowel words for these two spellings (court, four, fourteen, pour, dough, though, blow, bow/noun, crow, flow, glow, grow, low, mow, know, row, sow/verb, stow, show, slow, snow, tow, throw)*

(H1) Continue at-home reading, adding long vowel words with variant spellings to vocabulary journals.

(A2) Ask students to list words from their homework assignments on the board according to vowel sound. Pronounce as a group. Introduce the concept of homonyms – mail/male, sail/sale, pail/pale, meet/meat, so/sow, main/mane, rain/rein. Discuss the different meanings. Explain that the only way to identify the meaning is to know the spelling pattern related to each meaning and think about the context in which the word is used; for example, The boat has a sail that blew in the wind. / The blue suit and tie are on sale. Write pairs of homonyms on index cards. Divide students into small groups. Give one set of cards to each group. Ask students to write sentences with homonyms.

(H2) List 5 pairs of homonyms and identify meanings of each word by using the words in a sentence.

(A3) Make copies of copies of short reading passages such as *Easy English News*, low-level *Penguin Readers* or *Scholastic Readers*, or sections from children's social studies texts (used by parents when helping children with homework). Ask students to identify words with long vowel sounds by underlining the words. Review purpose. Ask what is the purpose of the passage. Write the term "main idea" on the board. Discuss the meaning of "main idea." Tell students the main idea is always found by identifying the most repeated information in a passage. Also tell them that main idea and purpose are related. For example, if the main idea of an article is the author's opinion of a movie, the purpose is to convince the reader to agree with the author's opinion. Discuss main idea and purpose of two or three short passages.

(H3) Continue at-home reading, identifying main idea and author's purpose in reading.

(A4) Review main idea and purpose. Hand out copies of three short passages taken from materials used in previous activity. Ask students to identify the main idea and author's purpose in the articles.

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

Evaluation: Participation in group activity. 80% mastery of use of words with variant spellings of long vowel sounds demonstrated by sentence writing activity; 80% mastery of use of context clues demonstrated by sentence writing activity; 80% mastery of identification of main idea and author's purpose demonstrated by in-class reading activities.