

Miami Dade College – State Leadership Grant - ESOL Level 1 (Literacy Foundations)
Systematic Phonics/Reading Comprehension Skills – Lesson 5

Use with Standard 9.0 Transportation and Travel - Benchmarks 9.01 and 9.03
 Identify basic types of transportation (bus, taxi cab, car, plane, and ship). Use vocabulary to ask for and give simple directions (turn left, turn right, go straight, next to, between, in front of, behind).

Objective: Systematic Phonics – The student will write words containing vowels followed by “r” with 80% mastery.
 Reading Comprehension – The student will identify main ideas, purpose, fact and opinion, and details from simple reading passages with 80% mastery.

Materials:

- Chalkboard
- Chalk
- Markers
- Bingo Sheets
- Copies of advertisements from cruise ship websites
- Pictures of different forms of transportation (car, bus, plane, train)

Word Bank:

- | | | | | | |
|----------|--------|--------|---------|---------|------------|
| - Car | - Turn | - Bus | - Plane | - Ship | - Behind |
| - Beside | - Far | - Near | - Left | - Right | - Straight |
| - Enter | - Exit | - Over | - Under | - Girl | - Hard |

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 related to transportation and travel, use pictures of different forms of transportation to review new vocabulary. Make sure to include the following items: car, train, bus, ship, boat, plane, cruise ship, helicopter, motorcycle, bike. List words on board. Ask students to arrange words according to short and long vowel sounds using the phonics patterns they have learned (CVC, CVCE, long vowel variations.) “Car” does not fit the short vowel pattern. “Helicopter” does not fit the CVC pattern for the final syllable. “Motorcycle” does not fit the CVC pattern for the second syllable. Explain that the letter “r” changes the vowel’s pronunciation. Practice pronouncing “car”. List words with the same pattern (star, hard, far, cart, card, part). Add the word “heart” and explain that this is an exception that must be memorized. Pronounce “helicopter”, stressing the final syllable. List words with the same sound (her, herd, bird, birth, girl, shirt, skirt, turn, burn, first, hurt). Explain that the combinations “er”, “ir”, and “ur” all have exactly the same pronunciation. Pronounce “motorcycle”, stressing the second syllable. Explain that in **unstressed** syllables, “or” has the same pronunciation as the “er/ir/ur” group. Demonstrate the difference in pronunciation between a **stressed** syllable, “or” and an **unstressed** syllable, “motorcycle”. Explain that **one-syllable** words are always stressed. Also list the following groups: word, worth, work, worse, worst, worry / war, wharf, warp, award. Pronounce the two groups. Ask the students to identify the pronunciation pattern for “wor” words – “er/ir/ur”. The “war” words have the same pronunciation as “or” in **stressed** syllables “more”, “or”, “store”. Ask students to fold sheets into thirds and label each with one vowel sound: “ar”, “er/ir/ur”, “or”. Pronounce words and have students write the words in the correct columns. Remind them to group by sound, not spelling: “war” should be written in the “or” column / “word” should be written in the “er/ir/ur” column. Correct on the board.

(H1) - List 10 words from at-home reading containing a vowel + r combination. Group the words by sound: “ar”, “er/ir/ur”, “or”.

(A2) - Play “Vowel Bingo”. Make Bingo Sheets. Write “CVC”, “CVCE”, “Long Sound – Variant Spelling”, “AR”, “ER/IR/UR”. Tell students to write one word in each column, matching the spelling pattern. Use words from the word banks in this and previous lessons. Call out one word at a time; students play “bingo”, marking the words as they are called.

(H2) - Continue at-home reading, adding to vocabulary journals.

(A3) - Make copies of simple reading passages such as advertisements from cruise ship websites. Read as a group. Divide the class into 4 groups. Assign each group one vowel pattern: CVC, CVCE, Long vowel variations, Vowel + R. Play vowel race. Which group can identify 5 words containing the correct vowel pattern first?

Review main idea, details, fact/opinion and purpose. Ask questions related to main ideas, details, fact/opinion, and purpose as a review of comprehension skills .

(H3) - Find an ad in a newspaper or magazine. On paper, identify the main idea, purpose, one statement of fact, and one statement of opinion.

(A4) - Using the reading passages from the previous activity, give a teacher-made quiz identifying main idea, 4 details, purpose, 2 statements of fact, and 2 statements of opinion.

(H4) - Summarize a section from at-home reading, identifying main idea, author's purpose, and 2 details from the passage.

Evaluation: Participation in group activity. 80% mastery of Vowel+R spelling pattern demonstrated by vowel writing activity; 80% mastery of comprehension skills (main idea, details, purpose, fact and opinion) demonstrated by completion of quiz.