

Miami Dade College – State Leadership Grant - ESOL Level 1 (Literacy Foundations)
Systematic Phonics/Reading Comprehension Skills – Lesson 6

Use with Standard 14.01 Family and Parenting – Benchmark 14.01 The student will identify family members (mother, father, son, daughter, sister, brother.)

Objective: Systematic Phonics – The student will pronounce and write words containing diphthongs with 80% mastery.

Reading Comprehension – 1) The student will use context clues to identify homonyms with 80% mastery.

2) The student will use Fry Words in oral and written sentences with 80% mastery.

Word Bank:

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|------------|---------------|----------|---------|
| - Daughter | - Brother | - Cousin | - Bald |
| - Son | - Grandmother | - Tall | - Fault |
| - Mother | - Grandfather | - How | - Malt |
| - Father | - Aunt | - Now | - Boy |
| - Sister | - Uncle | - Out | - Oil |

Materials:

- | | |
|---------------------|-----------------|
| - Index cards | - Fry Word List |
| - Chalk | - Markers |
| - Chalkboard | |
| - Bowl, Bag, or Box | |
| - Tag board | |

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 related to family and parenting, the teacher will ask students to review vocabulary and list words on the board. Ask students to group words according to vowel sounds and help students to identify exceptions, for example, “mother/brother” (er ending / short U sound – variant spelling), “aunt” (short A sound – variant spelling), “son” (short U sound – variant spelling). Point out the word “daughter” and practice pronunciation of the “au” sound. Ask students to list other words with this sound, for example, “draw”, “tall”. Explain that the “au/aw”, “ou/ow”, and “oi/oy” sounds are called diphthongs. Also point out that the “aw/au” diphthong may be spelled “all” (tall, hall), “ald” (bald, scald), and “alt” (malt, halt). List words containing diphthongs on index cards. Have students draw a word from a bowl, bag, or box and pronounce the word. Write the words on the board and pronounce as a group. (The “ow” spelling may be pronounced as a diphthong or as a long “o” – “blow”. The diphthong group is the smaller group: “bow” – verb; “cow”; “chow”; “flower”; “how”; “now”; “ow”; “power”; “plow”; “sow” -noun; “shower”; “vow”; “wow”.)

(H1)- List 10 words from at-home reading containing diphthongs.

(A2)- Use tag board to create a family tree. Ask students to draw and label their own family tree and to write a description of each family member (My father is tall and bald.) Underline words containing diphthongs in sentences.

(H2)- Write a paragraph describing the student’s nuclear or extended family. Underline vocabulary words from lesson.

(A3)- Review the concept of homonyms. Identify pairs of homonyms and write on the board (aunt/ant; son/sun). Read sentences orally and ask students to write the correct homonym. Remind the students that they must use context clues to identify the correct spelling since the sound of each word in a pair is the same.

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

(A4)- On index cards, write the first 20 words from the Fry Word list. Have students work in small groups to draw words and create stories using the Fry words combined with vocabulary from the unit.

(H4) – Write descriptions of 2 family members using vocabulary and Fry Words.

Evaluation: Participation in group activity. 80% mastery oral response; 80% mastery of identification of diphthongs demonstrated by highlighting words in family tree activity; 80% mastery of spelling of words containing diphthongs demonstrated by sentence writing activity; 80% mastery of use of context clues demonstrated by homonym dictation activity; 80% mastery use of Fry Words demonstrated by sentence writing activity