

Miami Dade College – State Leadership Grant - ESOL Level 1 (Literacy Foundations)
Systematic Phonics/Reading Comprehension Skills – Lesson 7

Use with 7.0 Health and Nutrition – Benchmark 7.01, 7.02, 7.03, 7.06, and 7.07

Recognize basic body parts. / Recognize basic vocabulary relating to illness and accidents. / Recognize basic health care vocabulary. / Identify personal grooming products and daily grooming activities. / Identify basic foods, food groups, and healthy eating habits.

Objective: Systematic Phonics –1) The student will pronounce and write words containing the sound (“oo” as in “foot”) and with 80% mastery. 2) The student will pronounce and write words containing the sound (“oo” as in “cool”) with 80% mastery.

Reading Comprehension – 1) The student will use context clues, including recognition of prefixes and suffixes, to identify word meaning with 80% mastery. 2) The student will use Fry Words in oral and written sentences with 80% mastery.

Materials:

- Chalkboard
- Chalk
- Markers
- Index cards
- Fry Word list (attached)
- Bowl, bag, or box
- Magazines and newspapers
- Labels from canned/package foods
- Labels from over-the-counter medications

Word Bank:

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|------------|----------------|--------------|------------|------------|--------------|----------|-----------|
| - Brush | -Teeth | - Tooth | - Foot | - Feet | - Hair | - Head | - Eye |
| - Mouth | -Tongue | - Elbow | - Knee | - Toe | - Hand | - Finger | - Thumb |
| - Lip | - Neck | - Back | - Shoulder | - Stomach | - Hip | - Leg | - Arm |
| - Forehead | - Heel | - Sick | - Well | - Get well | - Feel | - Bad | - Good |
| - Medicine | - Prescription | - Prescribe | - Pharmacy | - Soap | - Dosage | - Dose | -Grooming |
| - Shampoo | - Toothpaste | - Toothbrush | - Makeup | - Should | - Pharmacist | - Could | |
| - Pharmacy | - Would | | | | | | |

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 lessons introducing vocabulary for basic health and nutrition vocabulary, the teacher will hand out index cards with one vocabulary word written on each card. Initially, use spelling patterns the students have studied (Lessons 1-6: blends and digraphs [br, ph], short vowels using the CVC pattern, long vowels using the CVCE pattern, long vowels using variant spelling patterns, vowels followed by “r”, diphthongs [au, aw ou, ow]). Ask students to find a partner with a matching spelling pattern, for example, leg-neck-well-get well, back-hand-bad, lip-sick, pharmacy-pharmacist, finger-shoulder, teeth-knee, toe-deodorant-elbow, brush-thumb. Next, the teacher will call out a vowel sound “A as in apple”, “A as in age” and ask students with cards containing matching vowel sounds to pronounce the words. List the words on the board and pronounce as a group.

(H1)- Use the newspaper food section to find ads containing health and nutrition vocabulary. List 5 pairs of words with the same vowel sound (not necessarily the same spelling.)

(A2)- Write the words “cure”and “tooth” on the board. Ask the students to listen to the difference between “cure” (long u) and “tooth” (oo). Divide the class into a long u team and an “oo” team. Have a race to see which group can list the greatest number of words with the correct vowel sound in 3 minutes. List the words from each group on the board and pronounce together. Write “tooth” and “foot” on the board. Ask students to add words to each group (cool, good, cook, moon, etc.) Explain that the “oo” sound in “foot” is found in a limited number of words (book, brook, cook, crook, look, nook, shook, took, good, hood, stood, wood, foot, soot). Learning this group means that other “oo” words have the “tooth” pronunciation. Present the words “could”, should”, and “would” which use a variant spelling for this sound. List words containing short vowel sounds with spellings other than CVC on the board. Place all of the index cards and index cards containing Fry Words in a container. Have students work in pairs and draw 5 to 10 words from the container. Then, ask students to prepare a dialogue using all of the words they have drawn. Students will perform their dialogues for the class.

(H2)- Assign different vowel sounds to students. Ask the students to list items found in their kitchens or bathrooms containing the assigned vowel sound.

(A3)- Use ads from newspapers and magazines to review main idea, purpose, details, fact and opinion, and recognition of meaning of homonyms from context. (See lessons 1-6 for further information.) Write pairs of words formed by combining a root with a different suffix (prescribe/prescription, dose/dosage, require/requirement) on the board. Use a pattern sort to identify the root and the suffix. (Underline the root in each word and ask students to compare the similarities between the two.) Explain that suffixes do not change word meaning, only word form: prescribe (verb) – prescription (noun); dose (verb)- dosage (noun); require (verb) – requirement (noun). Ask students to find words in the ads which combine suffixes and roots. Circle the words. Write the words on the board and discuss the change in word form created by the suffix.

(H3)- Continue at-home reading, adding to vocabulary journals. List 10 words using suffixes and underline the suffix in each word.

(A4)- Review suffixes. Write the pairs happy/unhappy and read/reread on the board. Ask students to identify the root. Circle the prefix and discuss the change in meaning created by the additional syllable. Ask students to work in groups to create new words by adding “re” and “un” to the words (redo, rework, rethink, restate, reform, unusual, unfair, unimportant, unable). Teach the following prefixes: re (again), un/il/ir/im (negative), pre (before). Remind students that many prefixes have the same meaning in English, Spanish, and French or Creole (tele, trans, re, astro). Also show students that the majority of medical terms (gastroenterologist, cardiologist, neurologist) are similar in all of these languages. Make copies of a label from an over-the-counter medicine such as Alka Seltzer. Read the warning label together, analyzing the meaning using context clues and prefixes, suffixes, and roots. Ask comprehension questions about the label information and help students to answer using context clues. Then, have students work in groups to answer comprehension questions about other food or medication labels.

(H4)- Choose one label from a product found in the home. List 3 words using prefixes, suffixes, and roots found in the label information. Answer the following questions: 1) What is the product? 2) How do you use the product? 3) Is there a warning on the label? If so, what is the warning? 4) Explain in your own words what the warning means.

Evaluation: Participation in group activities. 80% mastery of vowel sounds (“oo” as in “foot”, “o” as in “cool) demonstrated by pronunciation during role plays (dialogues) and homework activities; 80% mastery of use of Fry Words demonstrated by use of words in dialogues; 80% mastery of recognition of prefixes, suffixes, and roots demonstrated by label-reading activity and homework activity using labels.