

**Miami Dade College – State Leadership Grant - ESOL Level 1 (Literacy Foundations)  
Systematic Phonics/Reading Comprehension Skills – Lesson 8**

Use with 6.0 Telephone – Benchmark 6.01, 6.02, 6.03, and 6.04 and 15.0 Listen, Speak, Read, and Write Effectively – Benchmark 15.02  
Demonstrate ability to use basic residential telephones. / Answer the telephone and respond or express a lack of understanding. / Use basic emergency vocabulary and 911 procedures (police, fire, medical). / Identify a telephone book, a telephone calling card, and a telephone bill. / Alphabetize a list of words.

**Objectives:** Systematic Phonics- 1) The student will pronounce and write words using variant spellings of short vowel sounds with 80% mastery. 2) The student will alphabetize a list of words with 80% mastery.

Reading Comprehension – The students will demonstrate 80% mastery of literal (recognition of main idea, use of context clues, identification of supporting details) comprehension skills.

**Materials:**

- Chalk/dry erase
- Board
- Pencils
- Magazines
- Copies of telephone bills
- Copies of pages from a telephone directory

**Word Bank:**

- |             |           |           |         |            |                     |          |         |
|-------------|-----------|-----------|---------|------------|---------------------|----------|---------|
| -Hello      | - this    | - can     | - talk  | - cannot   | - later             | - sure   | - help  |
| -good-bye   | - calling | - address | - call  | - number   | - phone             | - beeper | - page  |
| -understand | - name    | - book    | - lose  | - pager    | - telephone         | - blood  | - flood |
| -emergency  | - said    | - shove   | - cover | - dead     | - death             | - breath | - head  |
| -healthy    | - health  | - move    | - prove | - cellular | - answering machine |          |         |
| -voice mail | - message |           |         |            |                     |          |         |

**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 concepts related to telephone communication, students will review consonant and vowel sounds taught in previous lessons (blends, digraphs, short vowel sounds with CVC, long vowel sounds with CVCE and variant spellings, vowel+R, diphthongs) by listing vocabulary on board and pronouncing words in groups and individually. Students will work in groups using copies of pages from a telephone directory (yellow pages) to create dialogues using vocabulary. Students will also label one word found in the telephone directory pages from each sound group: blend, digraph, short vowel, long vowel, diphthong, vowel+R.

**(H1) -** Write a story using short vowel words with variant spellings.

**(A2) -** Use the dialogues created in the previous activity. Say, “\_\_\_\_\_ said, ‘\_\_\_\_\_.’ What vowel sound do you hear in the word ‘said’?” Students should respond that they hear the short e sound. If they have trouble hearing the sound, pronounce other short e words (bed, fed, led). Write the word “said” on the board. Tell the students that this is the only short e word spelled in this way. List the following words (bread, breath, dead, death, feather, head, lead/noun, read/past tense, instead, thread, threat, tread, wealth, wealthy, health, healthy, leather, heather, jealous), pronounce the words and ask the students what vowel sound they hear. Tell them that these words are pronounced with a short e sound even though they use the long e spelling. These words should be memorized. All other “ea” words use the long e sound. Other variant spellings of short vowel sounds are “aunt” – short a, and “love / above / dove-noun / glove / cover / hover / shove” – short u. Since these words are common but use variant spellings, students should add them to their vocabulary journals. To practice using the words, ask one student to begin to tell a story and use one of the listed words. The next student must add a sentence to the story, continuing the logical sequence of the story and adding a new word from the list. Continue until all the words have been used.

**(H2) -** From at-home reading, list 10 short vowel words using variant spellings.

**(A3)** - Distribute copies of telephone directory pages. Write a list of 10 names on the board to be inserted into the page provided to students. Ask students to write the name that would come before and after each name from the list to be inserted. Example: New Name – Thomas Wilson; Directory Names – James Wilson, Theodore Wilson, William Wilson. Thomas would be inserted between Theodore Wilson and William Wilson.

**(H3)** - Give students lists of telephone numbers with recorded messages (example: the school office, public library, post office). Ask students to call the numbers after hours and record specific information from the messages (name of agency, office hours, etc.)

**(A4)** - Distribute copies of telephone bills. Ask students main idea, detail, and context clue questions. Example: Whose bill is this? What is the total amount due? What is the home telephone number of the person who must pay this bill? How much in long distance charges is included in this bill? What does “directory assistance” mean: help with the telephone book or help in finding directions?

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

**Evaluation:** Participation in group story-telling activity. 80% mastery word-labeling activity; 80% mastery alphabetizing activity; 80% mastery comprehension skill activity.