

Miami Dade College – State Leadership Grant - ESOL Level 1 (Literacy Foundations)
Systematic Phonics/Reading Comprehension Skills – Lesson 9

Use with 12.0 Government and Community Resources – Benchmark 12.01 and 12.02

Identify basic government agencies (post office, social security, health department, Department of Children and Families). / Identify community services (hospital, police, fire, public schools, library, parks and recreation areas.)

Objective: Systematic Phonics – 1) The student will divide two, three, and four syllable words into syllables with 80% mastery. 2) The student will pronounce multi-syllable words with 80% mastery.

Reading Comprehension – 1) The student will identify main idea, supporting details, statements of fact and opinion, make inferences, and use context clues to determine meaning with 80% mastery.

Materials:

- Chalkboard
- Chalk
- Markers
- Fry Word list (see *Resources*)
- Bowl, bag, or box
- Magazines and newspapers
- Construction paper
- Hole punch
- Yarn
- Scissors
- Vocabulary journals
- Flyers from government and community agencies

Word Bank:

- | | | | | | |
|-------------|------------|-------------|---------------|---------------|---------------|
| -Government | - Library | -Family | -Service | - Services | - Application |
| -Department | - Health | -Healthy | -Post office | - Official | - Document |
| -Computer | - Social | -Security | -Courthouse | - Judge | - Jury |
| -Vote | - Voter | -License | -Registration | - Package | - Stamps |
| -Purchase | - Interest | -Interested | -Interesting | - Comfortable | - Literature |

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 concepts and vocabulary related to government and community services, pass out real-life forms such as an application for a library card, flyers from libraries and the post office, express mail forms, driver’s license application, application for social security card, etc. Ask students to work in groups to create a quilt with vocabulary words from their forms. To make a quilt, distribute pieces of construction paper, markers, yarn, and scissors. Students write the new vocabulary word and draw a picture related to the word on the construction paper. Students may also write a sentence using the word if they prefer. Punch holes in the corners of the paper and string together with yarn. Display the quilts in the classroom. After each group has made a quilt, ask students to explain why they chose the words for their quilt (the words were important, difficult to pronounce or spell, etc.)

(H1) - Choose one piece of personal mail (bank statement, phone bill, notice, school letter, etc.) and identify the main idea and “who”, “what”, “where”, “when”, and “why” information from the passage.

(A2) - Use the quilts to review vocabulary and pronunciation. Review the concept of syllables. Ask students to clap for the number of syllables in a vocabulary word. Practice with one, two, three, and four-syllable words. Emphasize problem areas of pronunciation; for example, Spanish-speaking students tend to

pronounce “s” as “es”, a syllable rather than a consonant sound. Stress syllable-reduction in pronunciation of multi-syllable words; for example, in-ter-est-ing (4 syllables) is routinely pronounced in-tre-sting (3 syllables); com-for-ta-ble (4 syllables) is normally pronounced comf-tor-ble (3 syllables). (When reduction of a vowel+r spelling results in a consonant blend, the syllable may be reduced: in-ter-est / in-trest. When a consonant blend is not created by the reduction, the reduction may not occur: gen-er-a-tion: no consonant blend is created; therefore, no reduction.) Ask students to create stories using the new vocabulary words. Read the stories aloud for pronunciation practice.

(H2) - Using one piece of mail, list 3 words each with 1, 2, 3, and 4 syllables. Write a sentence with 3 of the words, using context clues to identify the meaning if it is a new word.

(A3) - Use the real-life materials to review literal and critical comprehension skills. Ask students to create questions from their materials and have another group answer their questions.

(H3) - From at-home reading, list 5 multi-syllable words and pronounce the words in class.

(A4) - Create a scavenger hunt using the real-life materials. Make a worksheet asking students to find information from several different flyers. Students work in pairs to find the information. The first group to correctly locate all the information wins a prize.

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

Evaluation: Participation in quilt-making activity, story-writing activity, and pronunciation activity. 80% mastery of homework activities (mail); 80% mastery of comprehension activity and scavenger hunt activity.