

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

Use with Standard 10, Safety and Security/ Benchmark 10.01 and 10.02.
Demonstrate understanding of common safety procedures. / Demonstrate ability to respond to emergency situations (fire, crime, medical crisis.)

Objective: The student will pronounce a list of safety vocabulary words containing blends and digraphs with 80% mastery.
Consonant blends consist of two or more letters, each of which has its own sound (ie, bl, br, cl). Consonant digraphs consist of two letters which combine to make a new sound (ph, sh, ch, th, tch, sch, gh).

Materials:

- Chalk
- Chalkboard
- Magazines
- Markers
- Glue
- Pencils
- Tag boards
- Scissors
- Vocabulary journals

Word Bank:

- | | | | | | |
|------------|------------|------------|---------|----------|----------|
| - Street | - School | - Smoking | - Help | - Twelve | - She |
| - Phone | - Slippery | - Thirteen | - Next | - The | - Train |
| - Shout | - Floor | - Yield | - Truck | - Twenty | - Rough |
| - Stop | - Crossing | - Grass | - Step | - Thirty | - Tough |
| - Children | - Swim | - Problem | - Those | - Three | - Enough |
| - Play | - With | - That | - Snow | - Match | - Cough |
| - Steep | - This | - These | - Green | - Know | |

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 safety concepts and vocabulary, the teacher will list words containing blends (bl, br, cl, cr, fl, fr, etc.) and digraphs (ph, gh, sch, ch, th, wh, tch) on the board. Students will come to the board and underline the blends and digraphs in the words. Students will highlight the blends and digraphs on their own papers and list them in a vocabulary journal, which they will keep and add to throughout the semester. Students will practice pronouncing the words individually and in small groups. If a tutor is available, he or she may work with the students on pronunciation. (Explain that the digraph “gh” has the “f” sound in only a few words – listed in the word bank. Usually the “gh” is silent. Students should learn the “f” sound words as exceptions and the silent “gh” as the rule.)

(H1)- Students may complete a teacher-prepared worksheet on blends and digraphs or use published materials such as *Fast Track Phonics*, (suggested pages: 23, 27 and 28). Students may also write sentences using the new vocabulary words.

(A2)- Students will review safety vocabulary containing blends and digraphs by pronouncing the words with the teacher. Students will work in small groups to create collages illustrating safety rules. Students will use magazines to find pictures that can be combined to create a safety concept (example – traffic signs, bike safety, highway safety, safety at home.) Students will label each collage with two sentences using the vocabulary words represented by the pictures and underline the blends and digraphs in the words.

(H2)- Ask students to list safety vocabulary that they find in their neighborhoods, workplaces, or homes (example, “caution”).

(A3)- Students will play Vocabulary “Tic-Tac-Toe” to review vocabulary words. Students will create a tic-tac-toe board on paper and write one vocabulary word in each box. The teacher will pronounce a vocabulary word, and students will mark that vocabulary word if it is found on their tic-tac-toe board. The first student to mark 3 words in a line (horizontal, vertical, or diagonal) wins. The teacher may also download internet pictures or find magazine and newspaper pictures related to safety vocabulary. A student will draw a picture from the pile and pronounce the related vocabulary word for the class to match on their tic-tac-toe boards.

(H3)- Students will draw signs illustrating safety concepts and label each sign with the correct vocabulary word.

(A4)- Make copies of reading material related to safety (example, traffic signs from the driver's license manual, an advertisement for car seats, regulations for use of seat belts from the driver's manual). Ask students to locate words containing blends and digraphs in the reading passage. Ask information questions related to the passage (example – Who must wear a seat belt?). Together, locate the answers to the questions. Help students to read “around” vocabulary they do not understand by teaching comprehension strategies such as use of context clues and reading for the main idea. The purpose of this activity is to introduce “real-life” materials, which are not leveled for language. Work with students to build confidence to approach “real-life” material written in English by focusing on their ability to comprehend the most important information.

(H4)- Students will find information related to safety in a newspaper or magazine (example, advertisement for car seats). Students will list words containing blends and digraphs found in the printed information and summarize the information from the passage.

Evaluation: Participation in group activity. 80% mastery oral response; 80% mastery of recognition of blends and digraphs demonstrated by underlining words used in sentences in collages and in homework activities; 80% mastery of identification of supporting details demonstrated by completion of in-class activity.