SAMPLE LESSON

Phonics PLUS

Designed Specifically for the 3 Tiers of RTI
Grades K–3

Level B: Lesson 56
UNIT 3  Lesson 56a

The Soccer Game

Objectives
To recognize words with the long e sound in context.
To comprehend narrative text.

DIRECT INSTRUCTION

- Write the vowel pairs ee and ea on the board and have children identify the long e sound that these pairs usually represent. Write the words steel and steam on the board and read them with the children. Note the vowel pairs in each word and the fact that the words follow the CVCC spelling pattern. Have children suggest words that rhyme with steel and steam and write their suggestions on the board.

- Tell children that in this activity they will read a short story about a soccer game. Call on children to help you review the rules of soccer for children who may be unfamiliar with the game.

- Help the children find page 116 in their books.

Directions: Read the story. Circle all the words with the long e sound.

- Use the passage as an independent reading activity for children who are capable of reading it on their own and as a guided reading activity for children who need more help.

- Have children tell about their own experiences in response to the question at the bottom of the page.

- As a follow-up comprehension activity, prepare a Rereading Response Sheet similar to this:

![Rereading Response Sheet]

- Write the title under Passage. Under Retelling, note children's recall of the main events of the story. Under Comments, note more details (language used, etc.) related to children's responses. Under Summary/Suggestions, note your overall conclusions and recommendations. Make this a record in children's assessment files.

The Soccer Game

Read the story. Circle all the words with the long e sound.

The game was tied. The green team had three goals and we had three goals.

Pete (Green) kicked the ball to me. It did not seem like a hard kick. The ball came to me, but I did not see it. It hit my knee. I could see it go deep into the goal. We scored! We beat the green team. Four to three.

My team noted that (me) They screamed and cheered. It was like a dream. It was a sweet feeling.

Why do some people get so excited at games?

DIFFERENTIATED INSTRUCTION

Reteach and Practice, p. 62
Learning Differences, p. 88
English Language Learners, p. 66

CENTERS

Reading

Make available a collection of clothing catalogs and grocery store flyers. Have children scan them to find words that contain the vowel pairs ai, ou, ee, and ea, such as peaches, beets, cheese, green beans, lima beans, plain yogurt, jeans, sneakers, coats, and rain hats. As children locate words, they can list them on a poster according to the vowel sounds.

Writing

Provide a collection of fiction stories about soccer and various other sports. Invite children to read as many books as they would like from the collection. Each time they finish reading a book, have them write a summary of
Lesson 56b

Review Vowel Pairs

Objective

To review words with the vowel pairs ai, oe, ee, and ea

Direct Instruction

- On the board, write the word pattern CVVC four times. Under each one, write words with the vowel pairs ai, oe, ee, and ea; for example, mail, boat, sweet, and seal. Have children think of words that rhyme with the four on the board or other words containing these vowel pairs.
- Tell children that this activity involves a word find in which they will look for words with these vowel pairs.
- Help children find page 117 in their books.
  Directions: Read the words in the box and find them in the puzzle. All the words go left to right or top to bottom.
- Read the words in the box. Remind children that all the words in the puzzle are written left-to-right and top-to-bottom. Have children complete the activity as a collaborative learning experience in groups of two or three.
- When they have finished, have children use a different colored marker or pencil to find the smaller words in the puzzle. Some are embedded in the puzzle words (for example, the word each in beach and some are separate (for example, the word of in the lower left-hand corner). On the board, write the smaller words that children find and have them read the words to practice automaticity.

Challenge

Have children make their own word puzzles for classmates to solve.

Language

Have pairs of children write a dialogue for a conversation between two people (Jean and Joan) in which every sentence includes at least one word with the vowel pair ai, oe, ee, or ea. Display the following dialogue as an example.

Jean: Hi Jean. Do you want to go to the beach?
Jean: Sure! We can float on the waves.
Jean: I’ll bring peaches and some cheese.
Jean: Don’t forget an umbrella. It might rain.
Then have children recite the dialogue for others.

Phonics: Vowel Digraphs

117
The Soccer Game

The game was tied. The green team had three goals and we had three goals.

Pete Breen kicked the ball to me. It did not seem like a hard kick. The ball came to me but I did not see it. It hit my knee. I could see it go deep into the goal. We scored! We beat the green team, four to three.

My teammates ran to me. They screamed and cheered. I could not speak. It was like a dream. It was a sweet feeling.

Why do some people get so excited at games?
Name ____________________________

**Review Vowel Pairs**

Read the words in the box and find them in the puzzle. All the words go left to right or top to bottom.

- beach coat chain grain nail oats queen
- sneak soap sweet stain toast wheel treat

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S N E A K S W E E T
O A T S Y T H I Q O
A I D B R A E G U A
P L S E Z I E R E S
T R E A T N L A E T
A N D C O A T I N N
O F C H A I N N O T
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Help your child give you definitions of each of the words in the word find. Take turns using these words in sentences.
UNIT 3

Lesson 56b
Review Vowel Pairs
Student Edition page 117
BLM 57

Objective
To review recognition of the vowel pairs ai, oa, ee, and ea in words

Reteach and Reinforce
Write the four vowel pairs on the board. Write on notecards a number of words containing these vowel pairs. Have one child at a time take a card, read the word, and place it on the board under the appropriate column head (use sticky tape). When all the cards have been placed, have the children chant the words, then read them quickly with a partner; they could use salt timers, if you'd like.

Practice
On a generic game board, write the vowel pairs on all the spaces. Using the cards you made for the activity above, have the children choose a card and move to a space with that vowel pair written on it. They may move around the board more than once.

Apply
Distribute BLM 57 and have the children attempt it independently. Read the clues aloud together, and have the children try to make up other clues.

Directions
Read the clues and write the words on the spaces. When you are finished, the letters on the bold spaces going down will spell a word that answers the sentence at the bottom. Write the letters to the answer on the spaces.
Fill in the blanks. The letters in bold form a word that answers the question at the bottom of the page.

1. It rhymes with roast. You eat it with jam. ___ ___ ___ ___

2. It rhymes with feed. It is something you plant. ___ ___ ___

3. It rhymes with coat. You can sail in it. ___ ___ ___ ___

4. It rhymes with reach. It has a lot of sand. ___ ___ ___ ___

5. It rhymes with wheelchair. It can be curly or straight. ___ ___ ___

6. It rhymes with sweet. You wear socks on them. ___ ___ ___ ___

7. It rhymes with pail. It is something you can hike on. ___ ___ ___ ___

8. This person shows you how to read and write.
   ___ ___ ___ ___ ___ ___
UNIT 3

Lessons 56a and 56b
The Soccer Game
Review Vowel Pairs
Student Edition pages 116–117
No BLMs

These lessons require no changes when working with students with learning differences. Use the Phonics Plus B core instruction and materials.
UNIT 3

Lesson 56a
The Soccer Game
Student Edition page 116

ASSESSMENT QUICK CHECK
Can children recognize words with long e sound in context?
Can children comprehend narrative text?

Objective
To recognize words with long e sound in context
To comprehend narrative text

TEACHING POINTS
Introduce the core activity passage through a Shared Reading activity (see page x) with a small group of children, paying special attention to any new vocabulary and the target long e words. As a follow-up activity, use the passage as a Guided Reading (see page xi) with the same group. Emphasize the target long e words by circling or underlining them as you read and discuss the passage together.

Picture Glossary Words
(no new words)

Lesson 56b
Review Vowel Pairs
Student Edition page 117

ASSESSMENT QUICK CHECK
Can children recognize words with the vowel pairs ai, oa, ee, and ea?

Objective
To recognize words with the vowel pairs ai, oa, ee, and ea
TEACHING POINTS

You can support children’s vocabulary development by providing pictures or objects representing the target core activity words. Do a quick assessment check by asking children to match the object or picture to the corresponding word. For any unknown words, explain their meaning by pointing to the picture/object and providing a simple definition or by using the word in context. For example, “This is a picture of a beach; in the summer, people go to the beach to swim and relax.” Do this for all of the unknown words, and encourage the children to use the picture/object to provide similar simple definitions and/or sentences for the words they know.

Picture Glossary Words

nail  soap  toast
How to Use This Book
The lessons in this book are designed to be used with the Phonics Plus Book B student book and Teacher’s Edition. The Phonics Plus Teacher’s Edition provides Direct Instruction guidance for each lesson. In the Differentiated Instruction block running at the bottom of lesson pages, there is a cross-reference to the corresponding lesson in this book.

Teachers should reference the English language learners lesson when planning their whole-class instruction. Sometimes a lesson will suggest exercises for ELLs to complete before they do the core lesson with the rest of the class. At other times, suggestions will be made for helping English language learners profit from the whole-class lesson. Finally, many of the Differentiated Instruction Guide lessons provide a follow-up activity for these learners. The focus on all of the instruction in this guide is oral, helping English language learners build the skills they need to successfully become literate in English.

The students’ own Picture Glossary provides a strong scaffolding tool. While it is a good idea to have on hand a good general picture dictionary for English language learners, the Phonics Plus Picture Glossary features picturable words from the program literature itself, thus giving children the tools they need not only to get the most from what they are reading, but also to keep up with their peers. The Picture Glossary is an invaluable tool for helping English language learners share in reading and responding to the same stories as the native English speakers in their classroom. Please note that as the lessons progress, more complex words may not appear in the Picture Glossary. In these instances, you may need to refer to a general picture dictionary.

Shared and Guided Reading
Many lessons in this book suggest Shared or Guided Reading exercises to do with children learning English. While these strategies are helpful for all learners, they can be particularly helpful to non-native English speakers.

Shared Reading
Shared Reading is an interactive reading experience that occurs when children join in the reading (and rereading) of a big book or enlarged text as guided by a teacher or other experienced reader. Shared Reading experiences model how experienced readers read and how reading involves getting meaning from print. This approach provides excellent opportunities to demonstrate concepts about print and features of books and writing, as well as to model the integrated use of the cueing systems and strategies for reading that can be applied to unfamiliar text. New concepts and strategies are best introduced in this format before guided practice is given in the small group setting of Guided Reading. (See detailed description of Guided Reading below.)

In a Shared Reading session, the teacher reads a story aloud to a small group of students, and the students join in the reading or rereading when they feel comfortable. Since the text is read several times, each successive visit involves the students more and more in the
text. As texts are revisited, teachers can direct students’ attention to new words, spelling/phonics patterns, features of text, or applications of skills and strategies. Students can also respond to the text through art, drama, music, writing, and/or discussion.

Although Shared Reading sessions may be conducted in many ways depending on the purpose set by the teacher and the reading levels and specific needs of the students, some general guidelines follow.

1. Choose a story or poem you wish to share with the children and enlarge it. If you are using a poem from Phonics Plus, display it on the Literature Chart. Make sure it provides examples of the sounds or skills you wish to teach.

2. Help the children make a connection between their lives and the text by discussing and previewing the content.

3. Explain to the children why you have selected this text.

4. Introduce the text. Read the title and invite students to predict what the text may be about. Walk students through any illustration and talk about what you see.

5. Read the text. Focus on meaning. Encourage students to join in as they are able. Prompt students’ understanding with questions such as:

   **Meaning**
   - Does it make sense?
   - What do you see in the picture to help you?
   - What is happening in the story?

   **Structure**
   - Does it sound right?
   - What would sound right here?
   - Do we say it that way?

   **Visual**
   - Does it look right?
   - What does it start with?
   - Reread and look at the first letter of the word.
   - Do you know another word that looks like that?

With each reading, students will be able to join in as the text becomes more familiar. On successive visits to the text, reinforce concepts and provide closer examination of characters, setting, and global understanding.

**Guided Reading**
In Guided Reading, the teacher and a small group of students talk, read, and think their way through a piece of text that is at students’ instructional reading level (that is, text that students cannot read independently). Guided Reading is a context in which a teacher supports each reader’s development of effective strategies for processing text at increas-
ing levels of difficulty. In this context, the teacher serves as coach and observer. As a coach, the teacher assists students as they apply strategies previously taught and modeled during Shared Reading lessons, encourages students to monitor their reading and thinking, asks questions to help students better understand the text, and models questions that effective readers ask themselves as they read. As an observer, teachers gather diagnostic, instructional, and evaluative information about each child within the group. Thus, each Guided Reading session provides a context for close observation of competencies demonstrated by individual children. For the original book on Guided Reading, refer to *Guided Reading: Good First Teaching for All Children* by Irene C. Fountas and Gay Su Pinnell (Heinemann, 1996).

Guided Reading is a powerful tool because it provides frequent opportunities for students to read challenging materials in small groups with a teacher’s support and guidance. The teacher’s role during guided reading is to select reading material at gradually increasing levels of difficulty, observe and assess students informally, and then provide scaffolding, modeling, and direct instruction that address students’ needs. The goal of Guided Reading is to help students become fluent readers who can solve problems strategically and read independently.

Guided Reading groups are organized based on specific and common student needs and levels of text with which students can work toward their individual needs. The teacher’s assessment of student’s individual needs determines the focus of (and thus, membership in) a Guided Reading group. To determine groups, teachers can use information from individual running record analyses and observations during Shared Reading and other reading and writing activities to provide specific indicators for student progress. As students’ individual needs change, so should the groups.

A Guided Reading lesson is conducted with a small group of four to six children. Texts should be on students’ reading level, unfamiliar to students, interesting or informative, suitable for practicing a particular strategy, appropriate in length, available in multiple copies, and challenging and supportive enough to allow new learning. Lessons should include a book introduction (including predictions and a short description of the strategy to be learned or practiced), a review of reading goals, simultaneous and independent oral reading (but not choral reading), teacher guidance and feedback, discussion of text (including questions), and reflections on strategy use, difficulties, and/or achievement of goals.

By observing individual students’ reading development, documenting their progress, and discussing ways through which students solve specific challenges with text, teachers can learn a great deal about students’ reading behavior. Guided Reading provides a framework through which teachers can monitor students’ reading development and help them progress through a series of increasingly difficult books to reach fluency in reading.
From the Picture Glossary

soap

sock

soup

spaghetti

spill

splash
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From the Picture Glossary