



Literacy and Intervention

SAMPLE LESSON

Primary Phonics[®]

Systematic, Phonics-Based Early Reading Program

Grades K-2



Teacher's Guide 4•5•6 and Workbook 4

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PART 1

Materials

Workbook 4, pp. 1-4

WARM-UP

Review twin consonants and the consonant digraph *ck* by listing these words on the board: *hill, hiss, duck, huff, crack, fuss*. Read them aloud with students. Have volunteers take turns underlining the two letters at the end of each word, naming the letters and pronouncing the single sound of both letters.

Tell students that today they will learn a new single sound for two consonant letters: The letters *s* and *h* together say /sh/. Have students repeat the sound /sh/. Point out that it is the same sound people say when they want quiet.

PHONEMIC AWARENESS

Tell students that you are going to say some words. Ask them to listen for the sound /sh/ in the word. If they hear the sound, they should put their finger to their lips, as if saying *shhh*.

ship (finger to lips)

true

slow

show (finger to lips)

shine (finger to lips)

shadow (finger to lips)

jelly

PHONICS

Introduce *sh* Display the words *sip* and *hip*, and have students say each word. Review the sound for *s* /s/ and *h* /h/ in the words. Then tell students that when *s* and *h* are put together, they make an entirely different sound: /sh/. Write the word *ship*, and have students say it alone and in a sentence.

Have students repeat after you: *sh* says /sh/ as in *ship*. Have students brainstorm additional words in which they hear /sh/. Display some of these words, sounding out each digraph as you write it. Then ask volunteers to underline the letters *sh* in each word.

VOCABULARY

Word Knowledge If students are not familiar with words on these workbook pages, provide explanations such as the following: A *shack* is a little house. A *shell* is the covering for a clam or other sea animal. A *shade* on a window can be up to let in light or down to block light.

Sight Words Review the sight words printed on the inside back cover of *Workbook 4*: *a, the, are, red, yellow, blue, orange, green, purple, brown, black, yes, no*. Display them and read them aloud as you point to each one. Then have students write the words in the air using their fingers as a pencil. Invite students to think up sentences using each word and to add the words to their personal dictionaries. Add the words to the Word Wall for quick review before students do each set of pages in the workbook.

Consonant Digraph *sh*

COMPLETING STUDENT PAGES 1–4

Go over the directions with students. Identify any pictures that may be unfamiliar, such as the shack and the shell on page 2. Together, complete a sample item on each page. Then have students complete the pages independently; provide assistance as needed.

AUTOMATICITY

Provide or have students create flashcards with the *sh* words on page 2. Have students flip through the cards as they read the words to a partner. Encourage students to review the flashcards multiple times as they work to increase their accuracy and speed.

COMPREHENSION

Extending Word Knowledge Ask questions such as the following to be sure that students understand the *sh* words used on these workbook pages:

1. Where can you see *ships*? (on the sea, on water)
2. Where can you see *sheep*? (on a farm)
3. Where can you find *shells*? (on the beach)
4. When might there be a *shade* on the window of a *shack*? (to make the room dark, to stop people from looking into the shack)

WRITING

Display the words *shell*, *shade*, *sheep*, *ship*, and *shop*. Have students number 1–5 on lined paper. Tell them to choose and write the word that matches each clue you say.

1. This is a big boat. (ship)
2. This is a store. (shop)
3. A big tree can give us this. (shade)
4. A clam or a crab has this. (shell)
5. This has a woolly coat. (sheep)

DIFFERENTIATING INSTRUCTION

Have kinesthetic learners use letter tiles to build words that begin with *sh* by substituting *sh* for the initial consonant letter in each of these words: *top* (*shop*), *keep* (*sheep*), *make* (*shake*), *made* (*shade*), *beet* (*sheet*), *mine* (*shine*). Have students say each new word they form, write it, and use it in an oral sentence.

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PART 2

Materials

Workbook 4, pp. 5–8

WARM-UP

Review the sound /sh/ in the initial position by having students name several words that begin with /sh/. Then tell students that you are going to say some new words. Ask them to listen for the sound /sh/. If they hear the sound, they should put their finger to their lips, as if saying *shhh*.

trash (finger to lips)

fast

miss

leash (finger to lips)

fix

wish (finger to lips)

large

paintbrush (finger to lips)

PHONEMIC AWARENESS

Ask students to listen as you say several words and to tell you where in the word they hear the /sh/ sound: beginning, middle, end.

shopping (beginning)

flashlight (middle)

shake (beginning)

smash (end)

paintbrush (end)

wishbone (middle)

sunshine (middle)

shellfish (beginning and end)

PHONICS

Review *sh* Ask what two letters make the sound at the beginning of *ship* and the end of *wish*. (sh) Tell students that they will practice reading and writing words with /sh/ at the beginning, at the end, or in the middle.

Review Compound Words Write the words *paintbrush*, *hairbrush*, and *wishbone* on the board. Read each word of the compound separately, and then have students say the compound word with you. Ask volunteers to follow directions such as these: Underline the *brush* in *hairbrush*. Circle the *wish* in *wishbone*. Write the word that is in both *paintbrush* and *hairbrush*. (brush)

VOCABULARY

Word Knowledge If students are not familiar with words used on these workbook pages, provide explanations such as the following: A *leash* is used to lead a dog. A *scrub brush* is used to clean floors. A *wishbone* is a Y-shaped bone that comes from a chicken or a turkey.

COMPLETING STUDENT PAGES 5–8

Go over the directions with students. Identify any pictures that may be unfamiliar, such as the splash and the leash on page 5. Together, complete a sample item on each page. Then have students complete the pages independently; provide assistance as needed.

FLUENCY AND ACCURACY

One partner may point to a sentence on page 8 while the other reads it aloud. Encourage students to reread the sentence aloud more than once, until it sounds clear and smooth to their ears.

Consonant Digraph *sh*

COMPREHENSION

Extending Word Knowledge Ask questions such as the following to be sure that students understand the *sh* words used on these workbook pages:

1. Why does a dog need a *leash*? (so that it doesn't run away outside)
2. What do two people sometimes do with a *wishbone*? (Each one takes an end. They make a wish and break the bone. The wish might come true for the person with the bigger piece.)
3. What is the difference between a *hairbrush* and a *paintbrush*? (You brush your hair with one, and you paint a picture with the other.)
4. When might a *fish splash*? (when it leaps out of the water)

WRITING

Display the words *trash*, *fish*, *brush*, and *leash*. Have students number 1–4 on lined paper. Tell them to choose and write the word that completes each sentence.

1. Walk the dog on its _____. (leash)
2. Things to throw away are _____. (trash)
3. Paint the walls with a _____. (brush)
4. I would like to swim like a _____. (fish)

DIFFERENTIATING INSTRUCTION

Offer support for struggling readers by having them copy these words from pages 2 and 5: *ship*, *shell*, *fish*, *trash*. Have students circle the *sh* digraph in each word. Then say one word at a time, emphasizing the /sh/ sound; have students point to the word, and repeat it.

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PART 3

Materials:

- Set 4, Book 1: *Fish Fun*
- Thinking about Mac and Tab 4, pp. 2–3

WARM-UP

Review *s* blends and the digraph *sh*. Write the following combinations on the board, and have students name different words that begin with each blend or digraph: *sk*, *sl*, *sp*, *sm*, *sn*, *sc*, *sw*, *sh*. Review that each consonant sound is heard in a blend, but only one sound is heard with the digraph *sh*.

PHONEMIC AWARENESS

Play an “I’m thinking of” guessing game using this pattern: I’m thinking of a word that begins with /sh/ and rhymes with *meet*. (sheet) I’m thinking of a word that begins with /sh/ and rhymes with *mine*. (shine) Help students challenge classmates with other examples.

PHONICS

Review *sh* Ask students what sound *sh* makes. (/sh/) Tell them that they will read a story with more *sh* words.

Introduce New Patterns Display the words *be*, *he*, *me*, *we*, and *she* in one list and the words *go*, *no*, and *so* in a second list. Blend the sounds in each word, and have students repeat the word. Ask students to say each word in a sentence.

Review Compound Words Write the words *sunshine*, *catfish*, *seaweed*, and *sailboat* on the board. Have students name the two words that are in each compound word.

VOCABULARY

Word Knowledge If students are not familiar with words in *Fish Fun*, provide explanations such as the following: A *clam* is a sea animal that lives in a shell. A *crab* is a sea animal that has a shell and sharp pinchers. The *shore* is the land that is next to the sea or a lake.

Sight Words Support students by identifying and reviewing sight words from the storybook. Display each one, read it aloud, and have students repeat and air spell each word. Have students come up with oral sentences for each new word.

COMPREHENSION

Extending Word Knowledge Ask questions such as the following to be sure that students understand the *sh* words used in *Fish Fun*:

1. What can we do in the *sunshine*? (play outside, go swimming)
2. What *shall* we do today? (read, write, have recess)
3. What can we see at the *shore*? (water, a beach, boats)
4. Why do we sometimes *rush*? (We want to get somewhere fast.)
5. Where could we see a *shrimp*? (in the sea)

WRITING

Display the words *rush*, *catfish*, *shake*, and *shade*. Have students number 1–4 on lined paper. Tell them to choose and write the word that matches each clue you say.

1. This lives in water and looks like it has whiskers. (catfish)
2. On a hot day, this can feel cool. (shade)
3. Do this to say yes or no with your head. (shake)
4. Do this when you're in a hurry. (rush)

READING IN CONTEXT

Read Tell students that they are now going to use what they know about the sound /sh/ and the letters *sh* to help them read a story. Invite students to read *Fish Fun* independently or with a partner. If necessary, support them as they read by identifying sight words or helping them identify and blend sounds.

Respond Engage students in a discussion about *Fish Fun* with these questions:

1. Why does the sheep think it would be fun to be a fish at the beginning of the book? (The sheep is hot and would like to swim and splash and cool off like a fish.)
2. What does the sheep first see that is not what he thought it was? (He thought a clam was a rock.)
3. Why did the sheep think he saw a cat? (Catfish have whiskers, so their faces look like a cat face.)
4. Why did the sheep eat the seaweed? (He thought it was grass.)
5. Why do you think the sheep was wrong about so many underwater things? (The sheep was not used to being in the water so he took what he knew about things on land and thought they would be the same for things underwater.)
6. Name a few reasons why the sheep was so glad to be back on land. (On land he didn't have to be afraid of the waves, he could eat real grass, crabs didn't pinch him, and he knew what things were.)
7. What lesson do you think the sheep might have learned from his day in the water? (Answers will vary.)

Have students turn to pages 2 and 3 in *Thinking about Mac and Tab*. Read the directions with them and invite them to complete the pages.

Consonant Digraph *sh*

Extend Take out a variety of easy-to-find classroom items such as a pencil, a notebook, a chalkboard eraser, a ruler, and a lunch box. Place them on a table. Pick up the items one at a time and ask students what someone who has never been in a classroom might mistake the items for.

Ask students to relate this thinking game back to *Fish Fun*. What did the sheep mistake things for? When the sheep mistook the crab for a big bug, he got pinched because he didn't know enough to watch out for the crab's claws. Would there be any consequences to using one of your classroom items the wrong way by mistake? For example, if the person mistook a plastic ruler to be a stirrer for hot soup, it might melt in the soup.

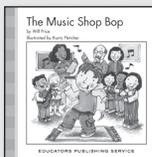
Reread for Fluency Have partners take turns rereading the story, alternating pages or each reading the whole story to the other. Instruct students to monitor each other for expression and accuracy.

DIFFERENTIATING INSTRUCTION

- Kinesthetic learners may review *Fish Fun* to find and copy the words containing *sh*—one word to a card or paper scrap. (There are 14 different words.) Students then sort the cards on their desktop into three columns: left for words beginning with *sh*, middle for words with *sh* in the middle, and right for words ending with *sh*. After the cards are sorted, students read them aloud.
- English language learners may find it challenging to distinguish and reproduce the sound /sh/. Display a card with *sh*, and hold it up as you emphasize /sh/ in oral questions about the pictures in *Fish Fun*: Is this a sheep? (Yes, it is a sheep.) Is this a shell? (Yes, it is a shell.) Is this a fish? (Yes, it is a fish.)

More Reading

Invite students to read additional books in which they can find and decode words with digraph *sh*. Examples include these from Educators Publishing Service.



The Music Shop Bop
Phonics Plus Level K



Shane
Phonics Plus Level A



The Shop
Touchphonics Reader 12



The Fish Wish
SPIRE Decodables, Set 1A

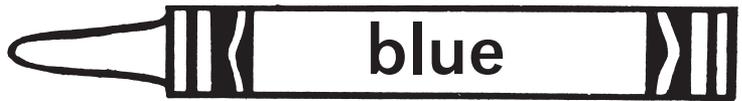
red



yellow



blue



orange



green



purple

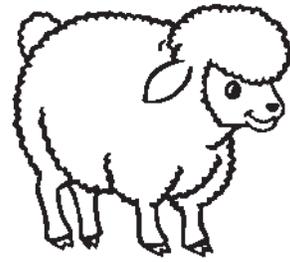
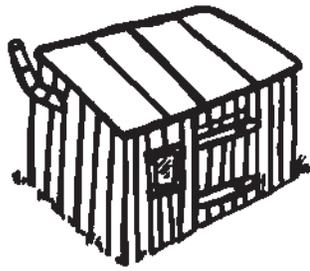
brown



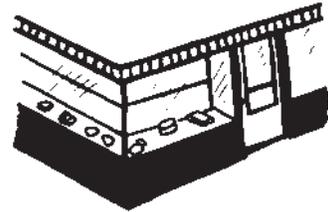
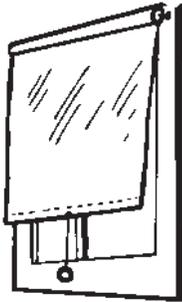
black



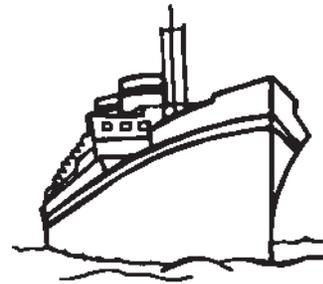
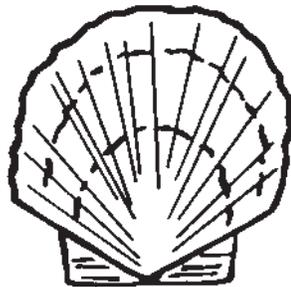
ship



shop



shell



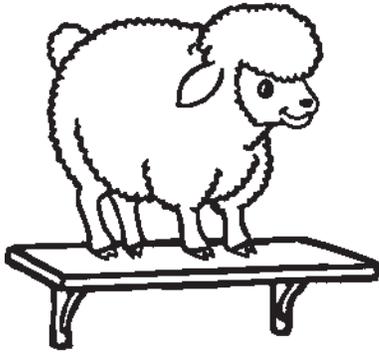
shelf

shack

shade

sheep





sheep

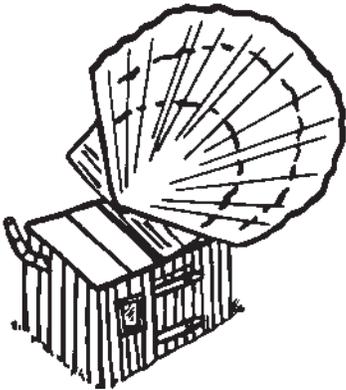
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shelf

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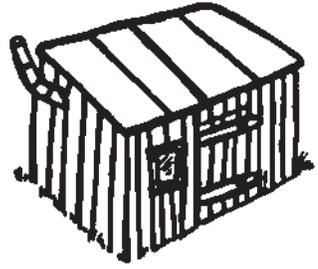
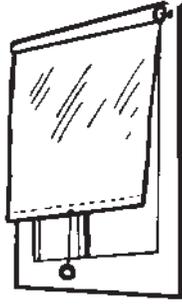
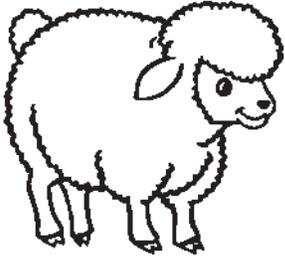
the

is

shell

on

shack



The ship is blue.

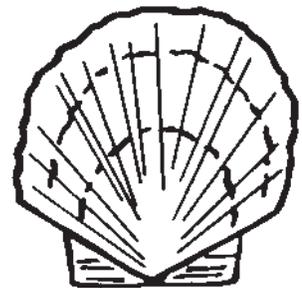
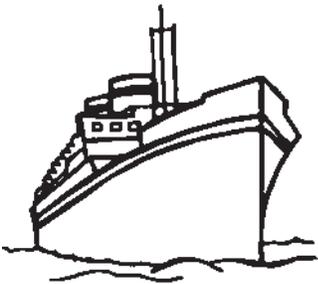
The shelf is yellow.

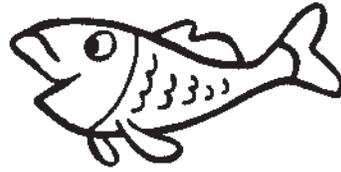
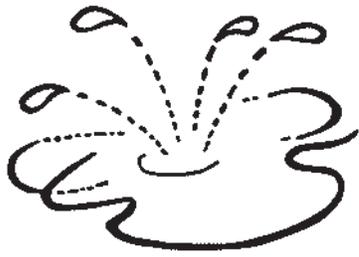
The shack is brown.

The sheep is black.

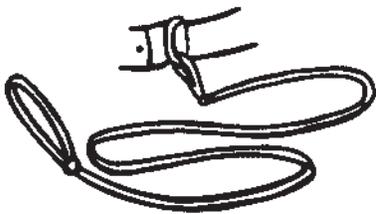
The shell is red.

The shade is green.





trash



splash

fish

brush



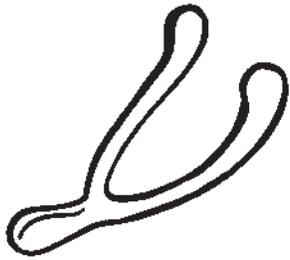
leash

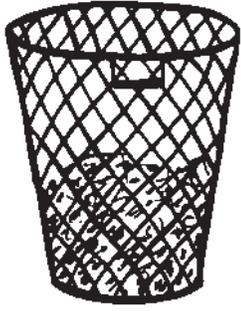
paintbrush

hairbrush

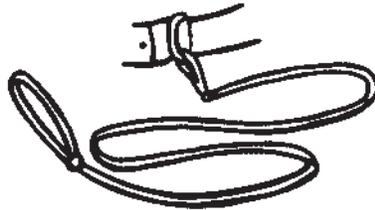
wishbone

scrub brush

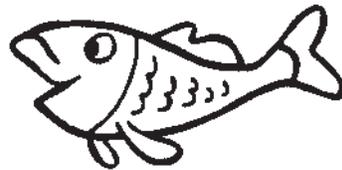
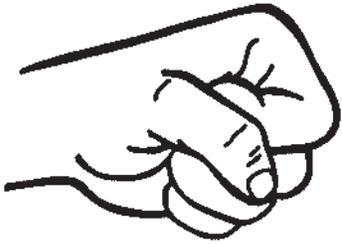




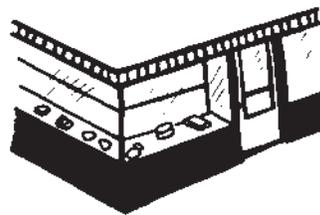
trap
trash



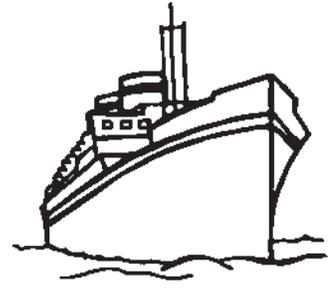
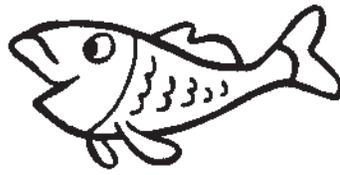
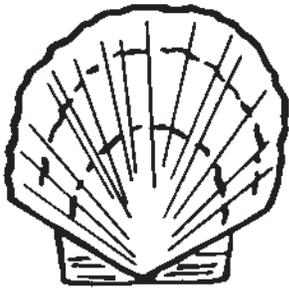
leap
leash



fish
fist



shop
stop



The shack is purple.

The ship is blue.

The brush is red.

The shell is yellow.

The sheep is brown.

The fish is green.

