Lesson 1

Objectives:
- Study alphabet and letters L, I, T, H
- Learn “listen”, “write,” and “circle”
- Students learn each other’s names and a basic dialogue
- Students learn to write and pronounce “Name” and their first names
- Students review numbers and say their phone number

Materials:
- Pictures of Sam and Ron (Worksheets Tab—after calendars)
- Uppercase Alphabet Flashcards (Beginning Basket; for new copies see Alphabet under Worksheets Tab)
- Uppercase Alphabet Grid with Tiles (Beginning Basket)
- LTIH Practice (Worksheets Tab—Week 1)
- Handout, “What is your name?”: Make copies for the whole class. (Worksheets Tab—Week 1).
- Flashcards with each student’s first name on it in large, clear letters (for students to copy)
- “NAME” and “NUMBER” on two pieces of 8x11 paper, in large clear print
- Flashcards for number 0-9 (Beginning Basket)
- Tracing paper for numbers 1-5 (Worksheets Tab—see Numbers)
- Box of popsicle sticks or pipe cleaners
- Globe or World Map (see staff)

Activities
- Calendar Question Warm-Up (15 min)

  Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  - Learn to copy question into book (this improves print awareness)
  - Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  - Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the
question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.

- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Alphabet -- Uppercase (30min):**
  - **Alphabet Review:** Hold up Flashcard 1, the Alphabet (see **Worksheets Tab**). Point out the letters. Say the phrase “the alphabet” and ask the class to repeat chorally. Tell students that the alphabet in English has 26 letters (some may not understand you—that’s okay). Point to the alphabet on the walls and say, “Alphabet.”
    - *At any time you can teach them the alphabet song to mix things up*
    - Show flashcards for each uppercase letter, in order and have students listen and repeat. Notice students who know the alphabet and students who do not (keep in mind when doing paired activities in the future).
  - **Practice with LITH:**
    - **Writing:** Write the uppercase letter “L” on the board. Show how to shape the letter. Have class say the letter name and copy the letter onto a piece of paper. Erase first letter and do the same for the other letters. Have students write each letter at least 5 times on blank pieces of paper.
    - **Listening:** First pre-teach students how to “circle”. Write “L” on the board, and model the direction “circle” by saying the direction and circling the letter. Do this several times. Have students come up front and demonstrate the direction “circle.” Say: “Circle L.” The student circles L.
    - **(5 minutes) Letters & Sounds:** Show a letter studied today and pronounce the sound (choose the most common sound for now). For instance, show letter “T” and say: “Letter T, Sound /t/”. Do this until you can show a letter and the students say the name and sound. Repeat for all the letters.
    - **Pass out LTIH Practice Worksheet.** Have students gather around you. Go through the worksheet with students watching you:
      - First section: Ask them to say a letter. Circle that letter.
      - Second section: Review how to shape and write each letter
- Third section: Point at the first letter and then circle all the same in the row. Do the same for the rest. (You can also use a blank page to hide the other rows so it isn’t as confusing).
- Have students work on their own worksheet with a partner (or alone, if you think they ready).

- **Dialogue/Speaking: (30 min)** "What’s your name?"/"Where are you from?" The goal of this activity is for you to ask each student “What is your name?” and they should each respond with either their name, or the full “My name is...”. The same for “Where are you from?”
  - **What's your name?:** Tell students to listen. Show two pictures (see **Worksheets Tab**).
    - (Ron’s picture): What’s your name?
    - (Sam’s picture): My name is Sam. What’s your name?
    - (Ron’s picture): My name is Ron.
  - Show flashcard with “NAME” on it. Say “NAME” and have class repeat.
  - Introduce yourself to the class and hold up a flashcard with your name on it.
  - Pass out flashcards with students' names. Walk around to each student and ask: “What is your name?” Wait for them (or prompt them by whispering their name or pointing at the flashcard). Keep doing this until they understand what you are asking.
  - Write “Name” on the board. Spell it out loud and have them write it in their notebooks. Don’t worry about accuracy at this point – focus on having them understand “Repeat”, and “Write”.
    - Sound out N-A-M-E. Don’t focus too much on explaining (especially the silent ‘E’). Just repeat it several times until students learn how to recognize the word.
  - If possible, have students turn to a partner (you can signify this by walking around and grouping students in pairs using their names and gesturing for them to turn to each other) and ask them their name. You may have to go around to each individual pair and repeat the question and answer.
  - Pass out “What's your name?” worksheet (**Worksheets Tab**). Write NAME on the board. Ask students to find and circle “name” on the worksheet.
  - Read dialogue for students.
  - Have students write: My name is _________ on the lines.
  - Pass out students’ names on flashcards in large, clear letters. Students may need to look at their name in order to copy the letters onto the worksheet.
  - **Speaking Practice:** Go around the room again, asking each student “What is your name?” Then have students practice with a partner.
  - **Where are you from?:** Tell students to listen. Show two pictures and use world globe/map:
    - (Ron’s picture): What’s your name?
    - (Sam’s picture): My name is Sam. What’s your name?
    - (Ron’s picture): My name is Ron.
    - (Sam’s picture): Where are you from?
(Ron’s picture): *I’m from the United States.*

- **Speaking Practice:** Go around the room again, asking each student “Where are you from?” Show class where each student is from by point at the globe or map.
  - Have students practice with a partner.

- **Introduction to Numbers 0-9 (15-30 min)**
  - Introduce numbers 1-5 by showing Flashcards 18. Say “Numbers” and have students repeat. Do this several times.
  - **Counting popsicle sticks:** Pass out up to 5 sticks to each students. Say “0” and hold up 0 sticks. Say “1” and hold up 1 stick. Continue with other numbers.
    - When students are comfortable, write a number on the board. Say the number and have students hold up sticks to represent that number.
  - Show flashcard for 0 and say “zero.” Students listen and repeat. Do this for all the numbers. Make it fast and energetic. Use the popsicle sticks generously to reinforce meaning of numbers.
  - Pass out tracing paper for numbers 1-5, but one at a time. They should trace “1” and then take tracing paper for “2” and so on. Have them say and trace the number.
  - Quiz students by holding up a number and asking for it (use flashcards).
  - **Sightword Practice:** Show a flashcard with “Number.” Say “number.” Students listen and repeat.
  - Pass out number 0-5 on flashcards. Say a number and have students raise their number if it matches.
  - Take out 1-5 pencils. Ask students: “How many?” Repeat this question with each student with different number of pencils.
    - Partner work: pair up students. Have them quiz each other. One student picks out 1-5 popsicle sticks and shows his/her partner, asking “How many?” Partner answers with correct number.

- **Wrap-Up (5-10 min)**
  - At the end of class, ask each student their name and where they are from. Have them turn to a partner and ask each other these questions.
  - Ask students to write their names (first name is fine) on a piece of paper and give it to you as they leave. Put into the binder with a note to next day’s teacher to see.
Lesson 2

Objectives:
- Study alphabet and letters V, W, X, Y
- First name, Last name
- Learn and write numbers
- Learn city, state, and zip code

Materials:
- Uppercase Alphabet Flashcards (Beginning Basket; for new copies see Alphabet under Worksheets Tab)
- Uppercase Alphabet Grid with Tiles (Beginning Basket)
- Flashcards with students’ first and last names printed in large, clear letters
- VWXY Practice (Worksheets Tab)
- Flashcard 16 (only half with First Name/Last Name)
- Flashcards for number 0-9 (Beginning Basket)
- Tracing Paper for 6-9 (Worksheets Tab—see Numbers)
- “City, State, and Zip Code.” (Worksheets Tab)
- “CITY”, “MINNEAPOLIS” written on two pieces of 8x11 paper in clear, large print
- From Previous Lesson: Look at slips of paper with student names. Note difficulties; keep in mind when teaching the alphabet today.

Activities

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• Alphabet -- Uppercase (30min):
  o **Alphabet Review:** Hold up Flashcard 1, the Alphabet (see **Worksheets Tab**). Point out the letters. Say the phrase the alphabet and ask the class to repeat chorally. Tell students that the alphabet in English has 26 letters (some may not understand you—that’s okay). Point to the alphabet on the walls and say, “Alphabet.”
    ▪ *At any time you can teach them the alphabet song to mix things up
    ▪ Show flashcards for each uppercase letter in order and have students listen and repeat. Notice students who know the alphabet and students who do not (keep in mind when doing paired activities in the future).
  o Pass out Uppercase alphabet grid and have students cover letters with tiles.
  o **Practice with VWXY:**
    o **Writing:** Write the uppercase letter **Writing:** Write the uppercase letter “V” on the board. Show how to shape the letter. Have class say the letter name and copy the letter onto a piece of paper. Erase first letter and do the same for the other letters. Have students write each letter at least 5 times. Walk around the room and help students shape letters as needed.
    o **Listening:** First review or pre-teach students how to “circle”. Write “V” on the board, and model the direction “circle” by saying “circle” and circling the letter. Do this several times. Have students come up front and demonstrate the direction “circle.” Say: “Circle V.” The students circle V.
      • Tell students to look at their copy of the alphabet. Tell students to circle the letter that you say. Say “V” and check students’ work. Do the same for letters “W”, “X”, “Y”, “T”, “I”, and “H.”
    o **Fly-swatting Game:** Write uppercase letters of the alphabet on the board. Have a student stand up front with a flyswatter. You or a student can call out the letter. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a letter.
      • **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swat.
To teach directions, have students stand up. Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

- **(5 min) Letter & Sounds**: Show a letter taught today and pronounce the sound (choose the most common sound for now). For instance, show letter “V” and say: “Letter V, Sound /v/”. Do this until you can show a letter and the students say the name and sound. Repeat with other letters.

- **Pass out VWXY Practice**: Have students gather around you. Go through worksheet with students watching first:
  - First section: Ask them to say a letter. Circle that letter.
  - Second section: Review how to shape and write each letter
  - Third section: Point at the first letter and then circle all the same in the row. Do the same for the rest. (You can also use a blank page to hide the other rows so it isn’t as confusing).
  - Have students work on their own worksheet with a partner (or alone, if you think they ready).

- **First Name/Last Name (15-30 min)**:
  - Write your first name and your last name on the board. Say, while pointing to your name, “First Name” and “Last Name”. You can also say, “My first name is....” And “My last name is....”.
  - Model dialogue with Sam and Ron:
    - Ron: *What’s your first name?*
    - Sam: *My first name is Sam.*
    - Ron: *what’s your last name?*
    - Sam: *My last name is Johnson.*
  - Now model the dialogue with a student. Write a student’s first and last name on the board. Point to and say the first name and say, “first name”. Point to the last name and say, “last name.” Now turn to that student and practice the dialogue. Practice with each student and then put students in pairs to try the dialogue by themselves.
  - **Flashcard 16**: Pass out half that says “First Name” and “Last Name”. Read together and tell students to write their first and last name. Pass out flashcards with students’ first and last name on them. They can copy from these if needed.
  - **Review**: Go around to each student (with entire class listening) and ask “What is your first name?” and “What is your last name?”. Have students partner up and try asking each other these questions.

- **Numbers, Phone Numbers & Addresses (45 min)**
  
  **Numbers 0-9 (15min)**
- Review numbers 0-9 by using flashcards. Say “Numbers” and have students repeat. Do this several times.
- Pass out flashcards with numbers on them. Go into hallway. Have students arrange themselves in the correct order (0-9). Then have students say their numbers, staring with 0.

**Phone Number & Address (30min)**

- **Phone number:** Show students Flashcard 24. Hold up a phone and say, “What is your phone number?” and model how to say the numbers. Direct question toward more advanced students who can answer first, and then work the question around to every student. Optional activities:
  - Ask students to find their phone number on their phones.
  - Ask students to say their phone numbers.
  - Ask students to write their phone number.
  - Ask students to partner up and ask: “What is your phone number?”

- **Address:** Prepare flashcards 28,29,30. Write the school address on the board. Read the address out loud. Ask students, “What is this?” See if anyone knows the word “address.”
  - Show Flashcard 28. Say “city” and point to Minneapolis on the board while saying it. Have students repeat.
  - Show Flashcard 29. Say “state” and point to Minnesota while saying it. Have students repeat.
  - Show Flashcard 30. Say “zip code” and point to zip code on the board. Have students repeat.
  - Test comprehension: Ask class “What is your city?”
  - Pass out “City, State, and Zip Code.” Have students work on reading the words city, state, and zip code. Have them fill out #1-3 at the bottom of the page.

- **Wrap-Up (15min):**
  - **Fly-swatting Game:** Write vocabulary on the board: *City, State, Zip Code, Address, Phone number, First name, Last Name.* Have a student stand up front with a flyswatter. Call out the word. The student should find the word on the board and “swat” it. Repeat with several students taking turns swatting and calling out a letter.
    - **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swatter. Show the flashcard with the word on it to the class (but not the flyswatter) so they can see the right word. *To teach directions, have students stand up.* Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.
Lesson 3

Objectives:
Students will...
- Study alphabet and letters “O”, “Q”, “C”, and “G”
- Review and study how to say and write Name, Phone number, Address

Materials:
- Uppercase Alphabet Flashcards (Beginning Basket; for new copies see Alphabet under Worksheets Tab)
- Uppercase Alphabet Grid with Tiles (Beginning Basket)
- OQCG Practice (see Worksheets Tab Week 1)
- For Address activity, be prepared to take students outside to look at the street number (2315) on the building and to look for Chicago Ave on the corner.
- Three 8x11 pieces of paper, with “ADDRESS”, “NAME,” and “PHONE NUMBER” written on them.
- Numbers in Dots (see Worksheets Tab Week 1)
- Match Activity (see Worksheets Tab Week 1)

Activities

• Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  o Learn to copy question into book (this improves print awareness)
  o Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  o Spell all the words and sound out 2-3 words.

*Tips:

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Alphabet -- Uppercase (30min):**
  - **Alphabet Review:** Hold up Flashcard 1, the Alphabet (see [Worksheets Tab]). Point out the letters. Say the phrase *the alphabet* and ask the class to repeat chorally. Tell students that the alphabet in English has 26 letters (some may not understand you—that’s okay). Point to the alphabet on the walls and say, “Alphabet.”
    - *At any time you can teach them the alphabet song to mix things up*
    - Show flashcards for each uppercase letter in order and have students listen and repeat. Notice students who know the alphabet and students who do not (keep in mind when doing paired activities in the future).
  - Pass out Uppercase alphabet grid and have students cover letters with tiles.
  - **Practice with OQCG:**
    - **Writing:** Write the uppercase letter “O” on the board. Show how to shape the letter. Have class say the letter name and copy the letter onto a piece of paper. Erase first letter and do the same for the other letters. Have students write each letter at least 5 times. Walk around the room and help students shape letters as needed.
    - **Listening:** First review or pre-teach students how to “circle”. Write “G” on the board, and model the direction “circle” by saying “circle” and circling the letter. Do this several times. Have students come up front and demonstrate the direction “circle.” Say: “Circle G.” The students circles G.
      - Tell students to look at their copy of the alphabet. Tell students to circle the letter that you say. Say “G” and check students’ work. Do the same for the other letters.
      - *(5 min) Letter & Sounds:* Show a letter studied today and pronounce the sound (choose the most common sound for now). For instance, show letter “C” and say: “Letter C, Sound /k/”. Do this until you can show a letter and the students say the name and sound. Repeat with other letters.
      - **Pass out OQCG Practice.** Have students gather around you. Go through worksheet with students watching first:
        - First section: Ask them to say a letter. Circle that letter.
        - Second section: Review how to shape and write each letter
        - Third section: Point at the first letter and then circle all the same in the row. Do the same for the rest. (You can also use a blank page to hide the other rows so it isn’t as confusing).
• Have students work on their own worksheet with a partner (or alone, if you think they ready).

• **Fly-swatting Game:** Write uppercase letters of the alphabet on the board. Have a student stand up front with a flyswatter. You or a student can call out the letter. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a letter.

• **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swatter.
  - **To teach directions, have students stand up.** Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

• **Numbers, Phone Numbers & Addresses (45-60min)**
  - Review numbers 1-9 by passing out Pg. 22. Point to the number on your copy and say the number. Have students listen and repeat. Also give them time to look at the page and observe the dots alongside the number.
  - Show Flashcards 19-23 and ask students for the number.
    - If students need more time with numbers, pass out flashcards and have them quiz each other.
    - Say a number (or write a number and say it on the board) and have students practice writing the number (numerals only).
  - **Phone number:** Show students Flashcard 24. Hold up a phone and say, “What is your phone number?” and model how to say the numbers. Direct question toward more advanced students who can answer first, and then direct the question to every student. Optional activities:
    - Ask students to write their phone number.
    - Ask students to find their phone number on their phones.
    - Have students practice verbal dialogue:
      - *What’s your phone number?*
      - *My number is ____________.*
  - **Address:** Ask students: What is the address for the ELC? Then take students upstairs and outside to look at the street (Chicago Ave.) and the number on the building (2315).
    - Review flashcards 28,29,30 with class.
    - Show Flashcard 28. Say “city” and point to Minneapolis on the board while saying it. Have students repeat.
    - Show Flashcard 29. Say “state” and point to Minnesota while saying it. Have students repeat.
    - Show Flashcard 30. Say “zip code” and point to zip code on the board. Have students repeat.
    - Write ELC address on the board: 2315 Chicago Ave S, Minneapolis MN 55406. Point and ask students what each part is to test.

- Pass out enough of “Pg. 32.” so that students work in pairs to complete (so every two students get a page). But before having students complete it:
  - 1) Use flashcards to model all the words in the match exercise.
  - 2) Model how to “match” by having the class gather around you while you match the pictures with the word. See if students can assist in matching.
  - 3) Have students pair up and work to match pictures with words.
- Re-create form on bottom of Pg. 32 on the board. Fill out your information with the school’s address. Help students fill out their own address and telephone number.
  - Sightword Practice: show students “ADDRESS”, “NAME”, “PHONE NUMBER”. The objective here is to have students recognize the word and know what it is (say it verbally if possible) even if they cannot decode the word parts.

- **Wrap-Up (5min)** Pass out slips of paper. Ask student to write down their names and phone numbers before leaving class. Put these in the binder for tomorrow’s teacher to review.
Lesson 4

Objectives:
- Study alphabet and letters “P”, “R”, “D”, and “B”
- Numbers 1-10 Review Activity
- Dialogue – What’s your phone number? What’s your address?
- Computer Lab Introduction

Materials/Prep:
- Uppercase Alphabet Flashcards (Worksheets Tab)
- Uppercase Alphabet Grid with Tiles (Beginning Basket)
- PRDB Practice (Worksheets Tab)
- Pictures of Sam and Ron (Worksheets Tab)
- Computers: make sure all computers are on in the computer lab (see Staff for assistance).
- Headphone splitters (see Staff).
- From Previous Lesson: Look at slips of paper with student names. Note difficulties; keep in mind when teaching the alphabet today.
- Pg. 38, cut into half sheets to separate activities.

Activities

Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• **Alphabet -- Uppercase (30min):**
  o **Alphabet Review:** Hold up Flashcard 1, the Alphabet (see Worksheets Tab). Point out the letters. Say the phrase *the alphabet* and ask the class to repeat chorally. Tell students that the alphabet in English has 26 letters (some may not understand you—that’s okay). Point to the alphabet on the walls and say, “Alphabet.”
  o *At any time you can teach them the alphabet song to mix things up*
  o Show flashcards for each uppercase letter in order and have students listen and repeat. Notice students who know the alphabet and students who do not (keep in mind when doing paired activities in the future).

  Pass out Uppercase alphabet grid and have students cover letters with tiles.

  o **Practice with PRDB:**
    o **Writing:** Write the uppercase letter “P” on the board. Show how to shape the letter. Have class say the letter name and copy the letter onto a piece of paper. Erase “P” and do the same for “R”, “B”, and “D”. Have students write each letter at least 5 times. Walk around the room and help students shape letters as needed.
    o **Listening & Circling:** First review or pre-teach students how to “circle”. Write “P” on the board, and model the direction “circle” by saying “circle” and circling the letter. Do this several times. Have students come up front and demonstrate the direction “circle.” Say: “Circle P.” The students circles the letter. (This is review; go quickly if students know it by now).
      • Tell students to look at their copy of the alphabet. Tell students to circle the letter that you say. Say “P” and check students’ work. Do the same for the other letters.
      • (5 minutes) **Letter & Sounds:** Show a letter and pronounce the sound (choose the most common sound for now). For instance, show letter “C” and say: “Letter C, Sound /k/”. Do this until you can show a letter and the students say the name and sound.
      • **Pass out PRDB Practice.** Have students gather around you. Go through worksheet with students watching first:
        • First section: Ask them to say a letter. Circle that letter.
        • Second section: Review how to shape and write each letter
Third section: Point at the first letter and then circle all the same in the row. Do the same for the rest. (You can also use a blank page to hide the other rows so it isn’t as confusing).

Have students work on their own worksheet with a partner (or alone, if you think they ready).

Fly-swatting Game (or other alphabet game of your choice!): Write uppercase letters of the alphabet on the board. Have a student stand up front with a flyswatter. You or a student can call out the letter. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a letter.

Help from the Class: Teach students directions Right, Left, Up, Down so they can help the fly-swatter.
- To teach directions, have students stand up. Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

Dialogue & Speaking Practice (30 min)
- Review phone number and address with class.
  - First, write the ELC phone number on the board. Read out the numbers and have students listen and repeat. Ask: What is your phone number?
  - Fill in the rest of the ELC address on the board. Read it and let students listen and repeat.
- Ask learners for their phone number and address.
- Take our Ron and Sam pictures. Have them do a dialogue for the class, based on the following (reviews name, phone number, and address).
  
  **Ron:** Hello. What is your name?
  **Sam:** Hello. My name is Sam.
  **Ron:** What is your last name?
  **Sam:** Johnson.
  **Ron:** What is your phone number?
  **Sam:** 651-233-7171.
  **Ron:** What is your address?
  **Sam:** 222 Wilson St, Minneapolis MN, 55404
  **Ron:** Thanks. Have a good day!
- Do Pg. 7. First read the dialogue together off the board. Then have students read the dialogue with you and practice with a partner.
- Have students gather around you as you show how to write your name on the lines. Then have them write their name on the bottom in the lines.
- **Pass out top half of Pg. 38**: Have students gather around you and show them how to find name in the letter scramble for #1. Have them help you with #2.
- **Pass out bottom half of Pg. 38**: Copy each question on to the board and ask students what they see. Rewrite with the spaces. Go around room and assist students as they re-write question on the lines.

**Computer Lab (last 30min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
  - Ask staff for splitter cords (so that two students can share a computer and use headphones).
  - To set up computers, open Internet and go to google.com.
  - Search 4-Step Phonics Youtube, and click on Beginning.
  - Pause on Lesson1 (Aa, Bb). (After students are seated you will press Play).
  - Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
  - Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that's okay).

- On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.
- Return cords to ELC office before you leave.
Lesson 5

Objectives:
- Study alphabet and letters
- Introduce classroom nouns (pencil, eraser, pen, paper, book, board, chair, student, teacher)
- Review numbers

Materials (Week 2 in Worksheets Tab):
- Lowercase alphabet flashcards (see **Beginning Basket**)
- Lowercase alphabet tiles with grid (see **Beginning Basket**)
- Pg. 10 (**Worksheets Tab**)
- Pictures of Sam and Ron (**Worksheets Tab**)
- Pg. 42 (**Worksheets Tab**)
- Get classroom items ready to show or pictures: pen, pencil, paper, book, chair, etc.

Activities

- Calendar Question Warm-Up (15-30 min)

  Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, **but keep it very simple**. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  - Learn to copy question into book (this improves print awareness)
  - Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  - Spell all the words and sound out 2-3 words.

  *Tips:
  - Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
  - Make sure **to model question and answer** with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
  - Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Alphabet -- Lowercase (15-30 min):**
  - **Alphabet Review:** Show flashcards for lowercase letters. Students listen and repeat. Pass out flashcards and say a letter. Student holds up the letter.
  - *At any time you can teach them the alphabet song to mix things up*
  - **Grid & Tile Matching:** Give each student a bag of lowercase alphabet squares to match on alphabet grid. Ask students to hold up random letters that teacher calls out.
  - **Optional:** Sing the “Alphabet Song.”
  - **(5 min) Letter & Sounds:** Show a letter from the worksheet for today and pronounce the sound (choose the most common sound for now). For instance, show letter “C” and say: “Letter C, Sound /k/”. Do this until you can show a letter and the students say the name and sound.
  - **Pass out Pg. 10.** Have students gather around you. Go through worksheet with students watching first:
    - First section: Ask them to say a letter. Circle that letter.
    - Second section: Review how to shape and write each letter
    - Third section: Point at the first letter and then circle all the same in the row. Do the same for the rest. (You can also use a blank page to hide the other rows so it isn’t as confusing).
    - Have students return to the seats. Do the Listen & Circle section first and then have students complete the rest on their own.
  - **Fly-swatting Game (or other alphabet game of your choice!):**
    Write uppercase letters of the alphabet on the board. Have a student stand up front with a flyswatter. You or a student can call out the letter. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a letter.
    - **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swatter.
      - **To teach directions, have students stand up.** Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

- **Classroom Nouns Vocabulary Introduction (30 min)**
Using pictures, introduce all the classroom nouns:

- Pencil, eraser, pen, paper, book, board, chair, student, teacher
- **Show a picture, say the word, have class repeat.** On the first show, repeat the word slowly at least 5 times, giving students plenty of time to listen and practice saying the word.
- **Pass out the pictures or items.** Call out an item and have students raise their picture of item if they have it.
- Have a student come up front and quiz the class on each of the items by asking: “What is this?” and holding up a picture or item. Give each student a chance to do this.

**Dialogue & Speaking Practice: Classroom Nouns (15-30 min)**

- Before passing out Pg. 42, ask students what a pencil is (show them and wait for them to name it). Take out the pictures of Ron and Sam and act out his dialogue:

  Ron: Excuse me. I need a pencil.
  Sam: OK. Here you are.
  Ron: Thank you very much.
  Sam: You’re welcome.

Repeat several times, and let students repeat after you. Pass out Pg. 42 and explore the written dialogue for a few minutes.

- Write the dialogue on the board one line at a time. For example, write “Excuse me. I need a pencil.” Ask students to read this with you and then find the words on their page. Ask them to circle certain letters, like “p” and “o”. Write the next line and do the same. Ask a student to come up and circle the word “pencil”. Finally read the dialogue with the class.

- For the second section, have students gather around you and watch you do #1-4. Review each number with them. They can spell each word as you write it slowly in the lines. Then have them return to their seats and try writing the words on the lines.

**Reviewing Numbers (15 min)**

- Pass out popsicle sticks or beans. Review numbers 1-9. Use popsicle sticks to demonstrate numbers. Write “1” on the board, show 1 popsicle stick, and say “1.” Encourage students to copy you with their sticks.
- Show flashcards for #0-9 one at a time. Ask students to say the number. Make it fast and energetic.
- Introduce 10,11,12,13,14,15. Use flashcards again and popsicle sticks. (You will eventually switch to demonstrating larger numbers with foam blocks).
- **Phone number:** Show students Flashcard 24. Hold up a phone and say, “What is your phone number?” and model how to say the numbers. Direct question toward more advanced students who can answer first, and then direct the question to every student. Optional activities:
  - Ask students to write their phone number.
  - Ask students to find their phone number on their phones.
• Have students practice verbal dialogue:
  
  * What’s your phone number?
  * My number is ____________.

  o **Wrap-Up (5-15min): Ball Toss.** Ask, “What’s your first name?” and toss the ball to a student. Student says his or her first name, tosses the ball to a student and asks “What’s your first name?”.
    - **Variation:** Review “last name” and do the same, asking students for their last name.
Lesson 6

Objectives:
- Study alphabet and letters
- Review and read classroom nouns (pencil, eraser, pen, paper, book, board, chair, student, teacher)
- Learn to ask: “Where is the restroom?” and “Where is the office?”
- Review numbers

Materials (Week 2 in Worksheets Tab):
- Lowercase alphabet flashcards (see Beginning Basket)
- Lowercase alphabet tiles with grid (see Beginning Basket)
- Pg. 11 (Worksheets Tab)
- Pictures of Sam and Ron (Worksheets Tab)
- Pg. 46 (Worksheets Tab)
- Get classroom items ready to show: pen, pencil, paper, book, chair, etc.

Activities

- Calendar Question Warm-Up (15-30 min)
  Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  - Learn to copy question into book (this improves print awareness)
  - Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  - Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Alphabet -- Lowercase (15-30 min):**
  - **Alphabet Review:** Show flashcards for lowercase letters. Students listen and repeat. Pass out flashcards and say a letter. Student holds up the letter.
    - *At any time you can teach them the alphabet song to mix things up
  - Grid & Tile Matching: Give each student a bag of lowercase alphabet squares to match on alphabet grid. Ask students to hold up random letters that teacher calls out.
  - Optional: Sing the “Alphabet Song.”
  - (5 min) Letter & Sounds: Show a letter from the worksheet for today and pronounce the sound (choose the most common sound for now). For instance, show letter “C” and say: “Letter C, Sound /k/”. Do this until you can show a letter and the students say the name and sound.
  - Pass out Pg. 11. Have students gather around you. Go through worksheet with students watching first:
    - First section: Ask them to say a letter. Circle that letter.
    - Second section: Review how to shape and write each letter
    - Third section: Point at the first letter and then circle all the same in the row. Do the same for the rest. (You can also use a blank page to hide the other rows so it isn’t as confusing).
    - Have students return to the seats. Do the Listen & Circle section first and then have students complete the rest on their own.
  - **Fly-swatting Game (or other alphabet game of your choice!):**
    Write uppercase letters of the alphabet on the board. Have a student stand up front with a flyswatter. You or a student can call out the letter. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a letter.
    - **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swatter.
      - To teach directions, have students stand up. Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

- **Classroom Nouns Vocabulary (30 min)**
Prepare to show either with item or picture: pencil, eraser, pen, paper, book, board, chair, student, teacher.

Hold up each item and ask students: What is this?
  - What is this?
  - This is a pencil. This is a pen. (Encourage this answer formula if possible).

Verbally teach the words for each item.

Have a student come up front and quiz the class on each of the items.

Present each noun again. One at a time, show how to spell on the board. Say the word first and ask what the first sound is:
  - “Pencil”. Class what is the first letter? P-E-N-C-I-L.
  - Give students a chance to write the word.
  - Repeat with other words.

Pass out a picture of an item to half the class, and the word on a flashcard to the other half. Ask students to stand up and find their match (do twice if class is small).

Matching Activity: Attach pictures of vocab to the board in a vertical column on the left side of the board. On the right side, write the words but scramble them. Have students come up front and use the chalk to match the pictures with the correct vocabulary word.

Dialogue & Speaking Practice: Classroom Nouns (30 min)

Before passing out Pg. 46, take out the pictures of Ron and Sam and act out his dialogue:

**Ron:** Excuse me. Where is the restroom?

**Sam:** It’s over there.

**Ron:** Thank you very much.

**Sam:** You’re welcome.

Repeat several times, and let students repeat after you. Pass out Pg. 46 and explore the written dialogue for a few minutes. Take students to staff members in the development and ELC office so they can practice asking these questions and hearing the response.

Come back to the classroom. Have students gather around you as you show them Pg. 46.

- Top section: read and point to the word “restroom”. Have students repeat.
- Middle section: point to the first picture. Ask: Men or Women? Then circle Men. Do the same for the second picture.
- Third section: slowly write “MEN” and “WOMEN” on the lines.

Pass out Pg. 46 and have students work on completing the worksheet and practicing the dialogue on the bottom of the page with a partner.

Wrap-Up (5-15 min): Ball Toss Numbers Review: Write numbers 0-9 on the board. Ask students to say the numbers with you. Use popsicle sticks if needed to
review each number. Then, starting at “0”, say a number and toss the ball. The next person says “1” and tosses the ball. Continue until you complete 0-9.
Lesson 7

Objectives:
- Study alphabet and letters
- Review classroom nouns (pencil, eraser, pen, paper, book, board, chair, student, teacher)
- Create and read a simple story.
- Practice phrases to say when calling into school sick.

Materials (Week 2 in Worksheets Tab):
- Lowercase alphabet flashcards (see Beginning Basket)
- Lowercase alphabet tiles with grid (see Beginning Basket)
- Pg. 13 (Worksheets Tab)
- Pictures of Sam and Ron (Worksheets Tab)
- Get classroom items ready to show: pen, pencil, paper, book, chair, etc..
- Paper to write a story on

Activities

- Calendar Question Warm-Up (15-30 min)
  
  Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  - Learn to copy question into book (this improves print awareness)
  - Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  - Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Alphabet -- Lowercase (15-30 min):**
  - **Alphabet Review:** Show flashcards for lowercase letters. Students listen and repeat. Pass out flashcards and say a letter. Student holds up the letter.
    - *At any time you can teach them the alphabet song to mix things up*
  - **Grid & Tile Matching:** Give each student a bag of lowercase alphabet squares to match on alphabet grid. Ask students to hold up random letters that teacher calls out.
  - Optional: Sing the “Alphabet Song.”
  - (5 min) **Letter & Sounds:** Show a letter from the worksheet for today and pronounce the sound (choose the most common sound for now). For instance, show letter “C” and say: “Letter C, Sound /k/”. Do this until you can show a letter and the students say the name and sound.
  - Pass out Pg. 13. Have students gather around you. Go through worksheet with students watching first:
    - First section: Ask them to say a letter. Circle that letter.
    - Second section: Review how to shape and write each letter
    - Third section: Point at the first letter and then circle all the same in the row. Do the same for the rest. (You can also use a blank page to hide the other rows so it isn’t as confusing).
    - Have students return to the seats. Do the Listen & Circle section first and then have students complete the rest on their own.
  - **Fly-swatting Game (or other alphabet game of your choice!):**
    Write uppercase letters of the alphabet on the board. Have a student stand up front with a flyswatter. You or a student can call out the letter. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a letter.
    - **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swatter.
      - To teach directions, have students stand up. Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

- **Classroom Nouns Vocabulary Review (15min)**
o Prepare to show: pencil, pen, paper, eraser, book, chair, student, teacher.

o Hold up each item and ask students: What is this? Using Sam and Ron, present the dialogue:
  o What is this?
  o This is a pencil. This is a pen.

o Verbally teach the words for each item.

o Have a student come up front and quiz the class on each of the items.

• **Writing a Student-Generated Text (45 min): The Classroom**

  o You will assist students in writing a short text about today’s topic. First, use pictures or experiences to review and teach target language. Next, ask students to tell you what you did or, if using pictures, what they see. Third, write what students say on the board (make sure to also record on paper). Be sure to integrate today’s target vocabulary.

  o **First: Prompting Students**: Show pictures of classroom items. Then point to the classroom and ask: What is in our classroom? Listen to students and write down simple but complete sentences. Keep it short: 4-5 sentences. For instance, they might say, “clock”, and you can write sentences such as:
  
  *There is a clock in the classroom.*
  *There is a chair in the classroom.*

  o Repetition is good. Keep stories to 4-5 sentences. Have fun! Sometimes it’s hard to predict exactly what the text will look like.

  o Write the story on the board in large, clear letters. Then use the following activities to work with the text:
    - Read each word and have students listen and repeat.
    - Ask a student (or students) to come up and circle the words or letters that you say. Other students can help out their classmates in this activity.
    - Have students copy the story down on a piece of paper.
    - (see next lesson for even more activity ideas)

  o At the end of class, be sure to **record this story** on a piece of paper and leave it in the binder for tomorrow’s teacher.

• **Wrap-Up (15 min): Ball Toss Address Review.** Review address with students by writing the school’s address on the board:

  2315 Chicago Ave S
  Minneapolis, MN 55404

  o Point to Minneapolis and say, what city? “Minneapolis.” What zip code? “55404.” Give students a chance to review their own address. Then toss the ball and ask a student, “What’s your address?” Student says address and tosses ball to another students and asks, “What’s your address?”
Lesson 8

Objectives:
Students will...
- Study alphabet and letters
- Review classroom nouns
- Read and study story written in class for Lesson 7.
- Practice phrases to say when calling into school sick.
- Go to computer lab and learn phonics

Materials (Week 2 in Worksheets Tab):
- Lowercase alphabet flashcards (see Beginning Basket)
- Lowercase alphabet tiles with grid (see Beginning Basket)
- Pg. 14 (Worksheets Tab)
- Pictures of Sam and Ron (Worksheets Tab)
- Get classroom items ready to show: pen, pencil, paper, book, chair, garbage.
- Take out story written by teacher from Lesson 7 (See lesson for details). Rewrite this story in neat, large letters, and make copies for entire class.
- Pictures of a school, a sick person, and a phone (See Side by Side Picture Cards).
- Computers: make sure all computers are on in the computer lab (see Staff for assistance).
- Headphone splitters (see Staff).

Activities

• Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  o Learn to copy question into book (this improves print awareness)
  o Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  o Spell all the words and sound out 2-3 words.

*Tips:
  • Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
• Make sure **to model question and answer** with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.

• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

**Note:** Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• **Alphabet -- Lowercase (15-30 min):**
  - **Alphabet Review:** Show flashcards for lowercase letters. Students listen and repeat. Pass out flashcards and say a letter. Student holds up the letter.
    - *At any time you can teach them the alphabet song to mix things up
  - **Grid & Tile Matching:** Give each student a bag of lowercase alphabet squares to match on alphabet grid. Ask students to hold up random letters that teacher calls out.
  - **Optional:** Sing the “Alphabet Song.”
  - **(5 min) Letter & Sounds:** Show a letter from the worksheet for today and pronounce the sound (choose the most common sound for now). For instance, show letter “C” and say: “Letter C, Sound /k/”. Do this until you can show a letter and the students say the name and sound.

• **Pass out Pg. 14.** Have students gather around you. Go through worksheet with students watching first:
  - First section: Ask them to say a letter. Circle that letter.
  - Second section: Review how to shape and write each letter
  - Third section: Point at the first letter and then circle all the same in the row. Do the same for the rest. (You can also use a blank page to hide the other rows so it isn’t as confusing).
  - Have students return to the seats. Do the Listen & Circle section first and then have students complete the rest on their own.

• **Fly-swatting Game (or other alphabet game of your choice!):**
  Write uppercase letters of the alphabet on the board. Have a student stand up front with a flyswatter. You or a student can call out the letter. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a letter.
  - **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swatter.
To teach directions, have students stand up. Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

- **Calling in Sick to School (15 min):** Teach students how to make sure the school knows they are sick.
  - Context: Show a picture of school, a person who is sick, and a phone. Ask students what each picture is.
  - Tell students: “Call school when you’re sick.” Try to act out calling on the phone and showing them the picture of the sick person. Give them the following phrases they can practice:
    - Hello, my name is ____________. I am sick. I can’t come to school.
  - If there’s time, explain that they should do the same for their children, if their children are sick and can’t go to school. Phrases to practice:

- **Reading a Student-Generated Text (45 min): The Classroom**
  - Students created a story in class yesterday. (See yesterday’s lesson). Before reading the story, review target vocabulary using pictures, focusing on verbal and not written language first:
    - Classroom nouns: clock, chair, board, teacher, student, etc..
  - Now write the story on the board.
  - Read each word and have students repeat. Then read each line and have students repeat. Use the pictures to demonstrate meaning as students become more familiar with the text.
  - Pass out a copy of the story to each student.
  - Read a line and ask students to listen and repeat.
  - **Additional Activities:**
    - Say a word and ask students to circle that word.
    - Say a letter and ask students to circle all of that letter.
    - Take out a word (i.e., school) and do a quick phonics lesson by target one sound of the word and practicing that sound in isolation and in other words:
      - School/fool/coo/woow/zoo
    - Sightword Practice: Quiz students with flashcards on the most common words (and repeated) in the text, such as prepositions, “the”, etc. so that they can learn to recognize words quicker.
    - Have students match words with pictures or definitions
    - Delete every nth word (4th, 5th, 6th, etc.) To create a cloze exercise; have the students fill in the blanks either looking at the text or not if more advanced
    - Dictate the story for learners to write (you can also dictate using a semi-blanked out text)
    - Write the sentences in scrambled order and have students rewrite them, restoring the correct sequence
Computer Lab (last 15-30min of class) Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:

- Ask staff for splitter cords (so that two students can share a computer and use headphones).
- To set up computers, open Internet and go to google.com.
- Search 4-Step Phonics Youtube, and click on Beginning.
- Pause on Lesson 2 (Cc, Dd). (After students are seated you will press Play).
- Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
- Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).

- On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.
- Return cords to ELC office before you leave.
Lesson 9

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Practice and learn a dialogue (Good morning/afternoon/evening)
- Target vocabulary for this week: morning, afternoon, evening, night, work, school, English, home.

Materials (Week 3 in Worksheets Tab):
- 5-6 sets of “AN” Picture Grid with “AN” Word Cards (they fit onto the grid). Students can work in pairs with these grids.
- Pictures of Ron and Sam (see Worksheets Tab)
- Pictures of morning, afternoon, evening, and night (Side by Side Picture Cards)
- Picture of a bed (Side by Side Picture Cards)
- Current calendars
- Days of the Week Flashcards (see Beginning Basket)
- Pg. 189 Text (see Worksheets Tab)

Activities

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Short A and Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Warm-Up: Say or sing through alphabet together.
  - Pass out “AN” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **FAN** is first. Write on the board:
    - **AN**
    - Point to the AN in the middle of the picture grid. Pronounce “**AN**”. Students listen and repeat. Write on the board:
      - **F**
    - Ask for the sound. Students say sound, or they listen and repeat.
    - Write **FAN** on the board.
    - First sound out **FA**, and then blend the three sounds: **F-A-N**.
    - Students listen and repeat.
    - Students point to the picture of the fan as they pronounce it.
      - Pass out “**FAN**” card that goes onto the grid and tell students to cover the picture of the fan with the word.
      - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

**Additional Activities:**
- Have students practice reading words with a partners
- Say a word and have students hold up the card for that word
- Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

- **Dialogue Practice (15min):**
  - Introduce **morning, afternoon, evening** to students using pictures (no words). Show a picture for each time of day. If students know the word, encourage them to say it. Have students listen and repeat the word 5-10 times (it will feel redundant). Do this for each picture.
  - Tape or use a magnet to attach the morning picture to the board. Say “morning.”
  - Show a picture of Ron and Sam. Have them act out this dialogue:
    - **S: Good morning, Ron.**
R: Good morning, Sam.
S: How are you?
R: Fine, thanks. And you?
S: Fine.

- Have students listen and repeat to each line as you repeat the dialogue using the pictures. Change the picture to afternoon and evening. Skip night.
- Try the dialogue with the most advanced learner in the class, and each student after that. Encourage other students to be quiet so they can listen. Then have students work on trying the dialogue with each other. Repeat this dialogue many times before moving to give students a chance to try out their speaking skills.
- Repeat dialogue with afternoon and evening.
- Night: Show a picture of a bed and say “Night.” Then say “Good night.” Try to emphasize that saying “Good night” is a phrase you say to someone going to sleep.
- Writing: Write GOOD MORNING in large letters on the board. Have students spell the two words and then sound out each letter with students. You can erase sections of the words to practice just “g” or “oo” with them. Play around with it and give students plenty of time to practice saying it. Then have them practice writing the phrase. You can try dictating to more advanced learners (but have other learners copy).

### Days of the Week Introduction (15 min)
- Pass out calendar. Have student stand and gather around you. Point to today’s date (should be a review) and ask: What day is today? Repeat the whole date with the day (for instance, Wednesday Oct. 1). Then say only the day of the week and ask them to listen and repeat.
- Have students sit down. Say: Today is _______. Have students listen and repeat 5-10 times. Ask each student: “What day is today?” They should answer, “Today is ______.”
- Ask: What day is tomorrow? What day was yesterday? (Try to elicit as many answers from students as possible.
- Write each day of the week, one at a time, on the board (display only one word at a time). Have students say and spell each one out loud.
- **Writing:** Have students practice writing today’s day of the week.
- **Sightword Practice:** Show flashcards for each day of the week. Encourage students to listen and repeat and learn to recognize the word without decoding.

### Reading Text (30 min)
- You will be teaching a text using pictures first. Show Flashcards 32-35. Ask students what they see.
- Pass out Pg. 189.
- Review numbers #1-4 on the board.
- Ask students to find #1. Ask students what is in the picture. Do the same for the rest of the pictures, reviewing numbers as you go (call a number and see if students can find it on the page and the picture that goes with it).
- Write “I” on the board. Pronounce “I”. Ask students to find and circle all “I”s in on the page. Do this for other words or letters.
- Finally, ask students to follow along with each picture as you read. They should listen and repeat. Go slow enough so that students know which number you are on and use their pencils to keep track of the lines.
- Days of the Week: Have students listen and repeat.
  - On Monday I go to school. On Tuesday I go to school. (continue with rest of the days).
  - Check for comprehension: Ask, “Do you go to school on Friday? On Saturday? On Sunday?”

**Wrap-Up (5-10min):** Pass out flashcards of days of the week. Have students stand in the hallway and arrange themselves in order. (For fewer students, give two days, Monday/Tuesday to a student to hold up.)
Lesson 10

Objectives:
Students will...
- Practice phonics and decoding words
- Practice and learn a dialogue
- Practice days of the week
- Review numbers
- Read a simple text

Materials (Week 3 in Worksheets Tab):
- 5-6 sets of "AM" Picture Grid with "AM" Word Cards (they fit onto the grid).
  Students can work in pairs with these grids.
- Flashcards for Days of the Week
- Pg. 76 (see Worksheets Tab)
- Pg. 189 Text – Review from previous lesson (see Worksheets Tab)

- Calendar Question Warm-Up (15-30 min)

  Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  - Learn to copy question into book (this improves print awareness)
  - Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  - Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many
students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Short A and Word Families (30 min)**
  In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Warm-Up: Say or sing through alphabet together
  - Pass out “AM” **Picture Grid**. Keep the words for the grid organized in stacks, ready to hand out. **YAM** is first. Write on the board:
    
    AM
  - Point to the **AM** in the middle of the picture grid. Pronounce “**AM**”. Students listen and repeat. Write on the board:
    
    Y
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write **YAM** on the board.
  - First sound out **YA**, and then blend the three sounds: **Y-A-M**.
  - Students listen and repeat.
  - Students point to the picture as they pronounce it.
  - Pass out “**YAM**” card that goes onto the grid and tell students to cover the picture with the word.
  - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

- **Dialogue Practice and Review (15min)**
  - Show a picture of Ron and Sam. Have them act out this dialogue:
    
    S: Good morning, Ron.
    R: Good morning, Sam.
    S: How are you?
    R: Fine, thanks. And you?
    S: Fine.
  - Practice dialogue with an advanced student. Then have students practice with a partner. Switch out “morning” for “afternoon” and “evening.”
  - Using arms for intonation: Have students stand up. First, say “Good morning Sam” and wave your arms straight up with “morning.” Do the same with “How are you?” and “And you?” Have fun.

- **Days of the Week (30min)**
  - Pass out calendar. Have student stand and gather around you. Point to today’s date (should be a review) and ask: What day is today? Repeat the whole date with the day (for instance, Wednesday Oct. 1). Then say only the day of the week and ask them to listen and repeat.
Have students sit down. Say: Today is ________. Have students listen and repeat 5-10 times. Ask each student: “What day is today?” They should answer, “Today is ________.”

Ask: What day is tomorrow? What day was yesterday? (Try to elicit as many answers from students as possible.

Write each day of the week, one at a time, on the board. Have students say and spell each one.

**Writing**: Have students practice writing today's day of the week.

**Days of the Week Drill**: Show a flashcard for Sunday, have students say “Sunday.” Ask students what letter “Sunday” starts with. Students say “S”.

- Do the same for Monday. Then show alternate showing the cards for Sunday and Monday until students seem confident which is which.
- Slowly incorporate the other days of the week, until students seem able to recognize and say each day of the week. (This is partly sightword practice).

Have students gather around you. Take out one copy of Pg. 76.

- **Part 1**: Point to “Match” and say “match.” Students listen and repeat. Point to the list of days and say “Days of the week”. Students listen and repeat. Say “match” again, and then draw on the line already connecting Sunday to Sun. Do the same for each day, letting students watch, listen and repeat.

- **Part 2**: Point to “Write the words” and read. Let students listen and repeat. Say “Number 1” and point to 1. Point to “Fri” and say Friday. Write Friday. Do this slowly for each number.

Pass out Pg. 76 to students. Tell them to listen and repeat as you read through the list of days. Help them draw the line that matches Sunday to Sun. Do each one together as a class. Do the same for Part 2.

**Reading Text—Review From Yesterday’s Lesson (15min)**

- You will be teaching a text using pictures first. Show Flashcards 32-35. Ask students what they see.
- Pass out Pg. 189.
- Review numbers #1-4 on the board.
- Ask students to find #1. Ask students what is in the picture. Do the same for the rest of the pictures, reviewing numbers as you go (call a number and see if students can find it on the page and the picture that goes with it).
- Write “I” on the board. Pronounce “I”. Ask students to find and circle all “I”s in on the page. Do this for other words or letters.
- Finally, ask students to follow along with each picture as you read. They should listen and repeat. Go slow enough so that students know which number you are on and use their pencils to keep track of the lines.
• **Wrap-Up (5-10min):** Review days of the week and their abbreviations. Write one column on the board with full names of the days, and a second column with scrambled abbreviations. Have one or two students come up and figure out how to draw a line and match them. The whole class should help students out.
Lesson 11

Objectives:
Students will...

- Practice phonics and decoding words
- Review numbers

Materials (Week 3 in Worksheets Tab):

- 5-6 sets of “AN” Picture Grid with “AN” Word Cards (they fit onto the grid). Students can work in pairs with these grids.
- 5-6 sets of “AM” Picture Grid with “AM” Word Cards (they fit onto the grid). Students can work in pairs with these grids.
- Number Flashcards – copy and cut from Worksheets Tab
- Beans or popsicles – something for students to count
- Ball
- Paper to write a story on
- Pictures of morning, afternoon, evening (Side by Side Picture Cards)

- Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure
each student is holding and writing to the best of their ability. Also note that many
students may not be able to read or write yet. Ask them to copy letters or your name into
the calendar book. You may ask them to say and copy “Monday” into their notebooks for
the extent of the calendar question.

- Phonics: Review Short A and Word Families “AN” and “AM” (30 min)
  You will review words ending in “AN” and “AM” (studied in Lessons 9-10). This is a
decoding activity (teaching students how to sound out word parts).
  - Pass out “AN” Picture Grid. Keep the words for the grid organized in stacks,
    ready to hand out. FAN is first. Write on the board:
      AN
    - Point to the AN in the middle of the picture grid. Pronounce “AN”. Students
      listen and repeat. Write on the board:
      F
    - Ask for the sound. Students say sound, or they listen and repeat.
    - Write FAN on the board. First sound out FA, and then blend the three
      sounds: F-A-N.
      - Students listen and repeat. (Let them listen as much as possible so
        they learn to hear the sounds!)
      - Students point to the picture as they pronounce it.
    - Pass out “FAN” cards to go onto the grid and tell students to cover the
      picture with the word.
    - Repeat above with the rest of the words (this is review for students, so you
      can go quickly).
    - Now compare “AN” words to “AM” words. Write
      AN       AM
    - Pronounce these two word parts until students can hear the difference. Pass
      out “AM” cards. Review these words and then say a word and have students
      work in pairs to hold up the correct word.

Additional Activities:
  - Have students practice reading words with a partners
  - Say a word and have students hold up the card for that word
  - Say a word and see if students can write the word on a piece of paper
    (advanced students can try without looking; other students can peek at their
    cards)
  - Have students take all the words off (after learning them all) and re-organize
    them on the grid.

- Writing a Student-Generated Text (30min): School
  - You will assist students in writing a short text about today’s topic. First, use
    pictures or experiences to review and teach target language. Next, ask
    students to tell you what you did or, if using pictures, what they see. Third,
    write what students say on the board (make sure to also record on paper). Be
    sure to integrate today’s target vocabulary.
First: Prompting Students: Take students on a tour of the school. Show Flashcards #32-35. After you are back in class, ask students what they saw. Listen to students and write down simple but complete sentences. Keep it short: 4-5 sentences. For instance, they might say, “go to school”, and you can write sentences such as:

On Monday I go to school.
At night I go home.

Repetition is good. Keep stories to 5-7 sentences. Have fun! Sometimes it’s hard to predict exactly what the text will look like.

Write the story on the board in large, clear letters. Then use the following activities to work with the text:

- Read each word and have students listen and repeat.
- Ask a student (or students) to come up and circle the words or letters that you say. Other students can help out their classmates in this activity.
- Have students copy the story down on a piece of paper.
- (see next lesson for even more activity ideas)

At the end of class, be sure to record this story on a piece of paper and leave it in the binder for tomorrow’s teacher.

Numbers Practice (15-30min)

- Numbers Ball Toss
  - Introduce/review numbers 0-9 by showing Flashcards 19-21
  - Starting with 0, say 0 and toss the ball to a student. Students says “1” and tossed to another student. Practice several times, until class can toss without stopping.

- Bean Activity
  - Introduce/review numbers 0-9 by showing Flashcards 19-21
  - Pass out bags of beans to students. Give a piece of paper to students.
  - Say “Number 1”. On the board, write 1. Show a flashcard for 1.
    - Students should place 1 bean on their piece of paper.
  - Repeat with numbers 0-9.
  - Intro to Simple Addition: Say “1 plus 1 equals 2”. Repeat this several times. Take 1 bean, take another bean, and show the 2. Write 1+1=2 on the board. Tips:
    - Hold a bean in one hand and a bean in the other hand (or popsicle sticks). Say “1 (hold up one hand and the bean) + 1 (hold up other hand) = 2 (put the two beans together).
    - Encourage students to mimic you and echo what you say.

Wrap-Up (15min)

- Show a picture of Ron and Sam. Have them act out this dialogue:
  S: Good morning, Ron.
  R: Good morning, Sam.
S: How are you?
R: Fine, thanks. And you?
S: Fine.

- Practice dialogue with an advanced student. Then have students practice with a partner. Switch out “morning” for “afternoon” and “evening.” Use pictures for times of day as prompts.
- Using arms for intonation: Have students stand up. First, say “Good morning Sam” and wave your arms straight up with “morning.” Do the same with “How are you?” and “And you?” Have fun.
Lesson 12

Objectives:
Students will...
- Practice phonics
- Review days of the week
- Practice a dialogue
- Study a class-generated story
- Go to computer lab and study phonics

Materials (Week 3 in Worksheets Tab):
- Class sets of “AN” Picture Grid with “AN” Word Cards (they fit onto the grid). Students can work in pairs with these grids.
- Class sets of “AM” Picture Grid with “AM” Word Cards (they fit onto the grid). Students can work in pairs with these grids.
- Take out story written by teacher from Lesson 11 (See lesson for details). Rewrite story in neat, large letters, and make copies for entire class.
- Ball
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

• Calendar Question Warm-Up (15-30 min)

  Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  o Learn to copy question into book (this improves print awareness)
  o Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  o Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• Phonics: Review Short A and Word Families “AN” and “AM” (15 min)

You will review words ending in “AN” and “AM” (studied in Lessons 9-10). This is a decoding activity (teaching students how to sound out word parts).

○ Pass out “AN” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. FAN is first. Write on the board:
  
  AN

○ Point to the AN in the middle of the picture grid. Pronounce “AN”. Students listen and repeat. Write on the board:
  
  F

○ Ask for the sound. Students say sound, or they listen and repeat.

○ Write FAN on the board. First sound out FA, and then blend the three sounds: F-A-N.
  
  ▪ Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
  
  ▪ Students point to the picture of the fan as they pronounce it.

○ Pass out “FAN” cards to go onto the grid and tell students to cover the picture of the fan with the word.

○ Repeat above with the rest of the words (this is review for students, so you can go quickly).

○ Now compare “AN” words to “AM” words. Write
  
  AN       AM

○ Pronounce these two word parts until students can hear the difference. Pass out “AM” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

Additional Activities (choose 1 or 2):

○ Have students practice reading words with a partner

○ Say a word and have students hold up the card for that word

○ Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

○ Have students take all the words off (after learning them all) and re-organize them on the grid.
• **Days of the Week Ball Toss (5-10min)**
  - Review days of the week using flashcards. Review current day of the week.
  - Starting with Monday, say Monday and toss the ball to a student. Students say “Tuesday” and tosses to another student. Practice several times, until class can toss without stopping.

• **Writing a Student-Generated Text (30min): School**
  - Students created a story in class yesterday. (See yesterday’s lesson). Before reading the story, review target vocabulary using Flashcards #32-35. (Script for each card is: #32: I go to school/#33. I go to school./#34 I study English/#35 I walk home.)
  - Take out student-generated story from previous lesson and write the story on the board.
  - Read each word and have students repeat. Then read each line and have students repeat. Use the pictures to demonstrate meaning as students become more familiar with the text.
  - Pass out a copy of the story to each student.
  - Read a line and ask students to listen and repeat.
  - **Additional Activities:**
    - Say a word and ask students to circle that word.
    - Say a letter and ask students to circle all of that letter.
    - Take out a word (i.e., school) and do a quick phonics lesson by target one sound of the word and practicing that sound in isolation and in other words:
      - School/fool/coo/woo/zoo
    - Sightword Practice: Quiz students with flashcards on the most common words (and repeated) in the text, such as prepositions, “the”, etc.. so that they can learn to recognize words quicker.
    - Have students match words with pictures or definitions
    - Delete every nth word (4th, 5th, 6th, etc.) To create a cloze exercise; have the students fill in the blanks either looking at the text or not if more advanced
    - Dictate the story for learners to write (you can also dictate using a semi-blanked out text)
    - Write the sentences in scrambled order and have students rewrite them, restoring the correct sequence

• **Computer Lab (last 30min of class)**
  - Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
    - Ask staff for **splitter cords** (so that two students can share a computer and use headphones).
To set up computers, open Internet and go to google.com.

Search 4-Step Phonics Youtube, and click on Beginning.

Pause on **Lesson 3 (Ee,Ff)**. (After students are seated you will press Play).

Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).

Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).

- On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.
- Return splitter cords to ELC office before you leave.
Lesson 13

Objectives:
Students will...
* Practice phonics and decoding words (short “A” sound)
* Practice and learn a dialogue asking the time
* Read a simple text about times and daily routines

Materials (Week 4 in Worksheets Tab):
* Class sets of “AP” Picture Grid with “AP” Word Cards (they fit onto the grid).
  Students can work in pairs with these grids. Located in Phonics Binder.
* Large clock
* Judy Clocks (Beginning Basket)
* Flashcards 62-67, plus additional pictures to clarify meaning in the text
* Pg. 191

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, **but keep it very simple**. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
* Learn to copy question into book (this improves print awareness)
* Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
* Spell all the words and sound out 2-3 words.

*Tips:*
* Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
* Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
* Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.
Phonics: Short A and Word Families (30 min)
- In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
- Pass out “AP” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. TAP is first. Write on the board:
  AP
  Point to the AP in the middle of the picture grid. Pronounce “AP”. Students listen and repeat. Write on the board:
  T
  Ask for the sound. Students say sound, or they listen and repeat.
  Write TAP on the board.
  First sound out TA, and then blend the three sounds: T-A-P.
  Students listen and repeat.
  Students point to the picture as they pronounce it.
  Pass out “TAP” card that goes onto the grid and tell students to cover the picture with the word.
  Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  Additional Activities:
  - Have students practice reading words with a partners
  - Say a word and have students hold up the card for that word
  - Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

Introduction: Reading Clocks (30min)
- Review all Numbers and pre-teach 10, 11, 12, 30: Students have studied numbers 0-9 in class. Take time to introduce 10, 11, 12, 30. Start by showing 1-9 to review, and then introduce 10, 11, 12 using flashcards.
- Point to the clock on the wall. Ask students: what is it? (clock). Ask the question:
  What time is it?
  Listen to their answers and let it inform your teaching.
  Hours. Hold up large clock. Make it 12:00. Say: It’s “12 o’clock.” Point and repeat, and encourage students to listen and repeat. Write “12:00” on the board. Erase and write each hour on the board as you go around on the clock, having students listening, looking at the board and clock, and repeating. Let it be slow and repetitious.
  - It’s twelve o’clock.
  - It’s one o’clock.
  - It’s two o’clock.
o **Hour and Minute hands:** Don’t worry about teaching the word “minute” right now, but make sure they see that one clock hand is longer than the other. Point to one and then the other. Test them by putting the longer on the 12 and then the shorter on the 1. Ask what time it is. (1:00 or 12:00?)

o Pass out **Judy Clocks.** Ask students to copy what you do on the large clock. Do the same as above, but with students copying the time on their clocks:
  - What time is it? It’s twelve o’clock (everyone changes their clock to say 12).
  - What time is it? It’s one o’clock. (And the same for the other hours).

o Set your clock to 12. Act out this simple dialogue with Ron and Sam:

  *Ron:* Excuse me, what time is it?
  *Sam:* It’s 12 o’clock.
  *Ron:* Thanks.

  Have students listen and repeat, and then ask each student, “Excuse me, what time is it?”

o **Half-Hours.** Change the large clock to 12:30. Point to where the minute hand is (on the 6). Say “It’s 12:30.” Write 12:30 on the board.
  - Do the same as above, going through the half hours (It’s 1:30, it’s 2:30). Make it repetitious.

- **Reading Text (30-45min)**
  - You will be teaching a text using pictures first. Show Flashcards 62-67. Ask students what they see. Words to pre-teach include: *get up, eat lunch, watch TV, sleep.* Have a variety of pictures along with Flashcards to clarify meanings. Do this first part verbally.
  - Pass out Pg. 191.
  - If needed, review numbers #1-6 on the board: Write “1”, ask what number, write “2” ask what number, and etc..
  - Ask students to find #1. Ask students what is in the picture. Do the same for the rest of the pictures, reviewing numbers as you go (call a number and see if students can find it on the page and the picture that goes with it).
  - Write “I” on the board. Pronounce “I”. Ask students to find and circle all “I”s in on the page. Do this for other words or letters.
  - Finally, ask students to follow along with each picture as you read. They should listen and repeat. Go slow enough so that students know which number you are on and use their pencils to keep track of the lines.

- **Wrap-Up (5-10min)** Have students stand up. Practice the dialogue from above.

  *Ron:* Excuse *me,* what time is *it?*
  *Sam:* It’s 12 o’clock.
  *Ron:* Thanks.

  Teach students to raise their arms when saying the italicized parts of the dialogue. You do it first, and then have them try it.
Lesson 14

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Practice and learn a dialogue asking the time
- Review a simple text about times and daily routines; discuss their own routines

Materials (Week 4 in Worksheets Tab):
- Class sets of “AB Picture Grid with “AB” Word Cards (they fit onto the grid).
  Students can work in pairs with these grids. Located in Phonics Binder.
- Large clock
- Judy Clocks (Beginning Basket)
- Flashcards 62-67
- Pg. 191 (Some students might have it from yesterday).

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into
the calendar book. You may ask them to say and copy "Monday" into their notebooks for the extent of the calendar question.

- **Alphabet & Sound Warm-Up (5 min):**
  - Sing through alphabet together
  - Say a letter, students write the letter

- **Phonics: Short A and Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “AB” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **TAB** is first. Write on the board:
    - **AB**
      - Point to the **AB** in the middle of the picture grid. Pronounce “**AB**”. Students listen and repeat. Write on the board:
        - **T**
      - Ask for the sound. Students say sound, or they listen and repeat.
      - Write **TAB** on the board.
      - First sound out **TA**, and then blend the three sounds: **T-A-B**.
      - Students listen and repeat.
      - Students point to the picture of the fan as they pronounce it.
      - Pass out “**TAB**” card that goes onto the grid and tell students to cover the picture of the fan with the word.
      - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  **Additional Activities:**
  - Have students practice reading words with a partners
  - Say a word and have students hold up the card for that word
  - Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

- **Reading Clocks (30min)**
  - **Review numbers 0-12. Pre-teach 15, 30, 45.** Students have studied numbers 0-9 in class. Take time to review 10, 11, 12 from yesterday and add on 15, 30, 45 for telling time. Start by showing 1-12 to review using flashcards, and then introduce 15, 30, 45. **Don’t worry too much at this point if they understand the concept of the numbers—right now the function of these numbers is to read and tell time.**
  - Point to the clock on the wall. Ask students: what is it? (clock). Ask the question:
    - **What time is it?**
  - Listen to their answers and let it inform your teaching.
- **Hours.** Hold up a large clock. Make it **12:00.** Say:
  “It’s 12 o’clock.”
- **Hour and Minute hands:** Don’t worry about teaching the word “minute” right now, but make sure they see that one clock hand is longer than the other. Point to one and then the other. Test them by putting the longer on the 12 and then the shorter and asking for the time.
- Point and repeat, and encourage students to listen and repeat. Write “12:00” on the board. Erase and write each hour on the board as you go around on the clock, having students listening, looking at the board and clock, and repeating. Let it be slow and repetitious.
  - It’s twelve o’clock.
  - It’s one o’clock.
  - It’s two o’clock.
- Pass out Judy Clocks. Ask students to copy what you make on the large clock. Do the same as before, but with students copying on their clock:
  - What time is it? It’s twelve o’clock (everyone changes their clock to say 12).
  - What time is it? It’s one o’clock. (And the same for the other hours).
- Set your clock to 12. Act out this simple dialogue with Ron and Sam:
  - **Ron:** Excuse me, what time is it?
  - **Sam:** It’s 12 o’clock.
  - **Ron:** Thanks.
  Have students listen and repeat, and then ask each student, “Excuse me, what time is it?”
- **Half-Hours.** Change the large clock to 12:30. Point to where the minute hand is (on the 6). Say “It’s 12:30.” Write 12:30 on the board.
  - Do the same as above, going through the half hours (It’s 1:30, it’s 2:30). Make it repetitious.
- **Quarter Hours.** Do the same as above, but with 12:15, 1:15, etc.
- **What time is school?** Write the start time for your class on the board. Read it with the students. Then demonstrate the following dialogue using pictures of Ron and Sam:
  - Excuse me. What time is school?
  - School is at _____.
  Have students practice with each other.

**Reading Text (30min)**
- Review the text by showing Flashcards 62-67. Ask students what they see. Words to pre-teach or review include: *get up, eat lunch, watch TV, sleep.*
- Ask students: What time do you get up? What time do you eat lunch? What time do you watch TV? And etc. Do this first part verbally using pictures.
- Pass out Pg. 191.
- If needed, review numbers #1-6 on the board: Write “1”, ask what number, write “2” ask what number, and etc..
o Ask students to find #1. Ask students what is in the picture. Do the same for the rest of the pictures, reviewing numbers as you go (call a number and see if students can find it on the page and the picture that goes with it).

o Write “I” on the board. Pronounce “I”. Ask students to find and circle all “I”s in on the page. Do this for other words or letters.

o Finally, ask students to follow along with each picture as you read. They should listen and repeat. Go slow enough so that students know which number you are on and use their pencils to keep track of the lines. Then review the actions above (get up, eat lunch, etc.) by writing one on the board, reading it with the students, and asking them to find the picture or 1 that goes with it.

o **Wake-up times:** Go around the room and ask each student what time they get up. Write it on the board and have students use the Judy clocks to copy your large clock with this time. Have them listen and repeat:
  - Write the time only and say: ____ (student) gets up at 6:30.
  - Check the clocks.
  - If there’s time, do this for lunch times, school times, dinner times, etc..

- **Wrap-Up (5-10min) Fly-swatting Game:** Write 8-10 times that were introduced during the lesson on the board. Have a student stand up front with a flyswatter. You or another student can call out the time. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a letter.

  - **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swatter.
    - **To teach directions, have students stand up.** Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.
Lesson 15

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Practice and learn a dialogue asking the time
- Learn about time, PM, and AM through a number line
- Study a test prep question

Materials (Week 4 in Worksheets Tab):
- Class sets of “AB” and “AP” Picture Grid with “AB” and “AP” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Large clock
- Judy Clocks (Beginning Basket)
- Test Prep Question
- Pictures of daily activities (morning, afternoon, evening). Use Side by Side Picture Cards or pictures from other sources.

- Calendar Question Warm-Up (15min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure
each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Review Short A and Word Families “AP” and “AB” (30 min)**
  You will review words ending in “AP” and “AB” (studied in Lessons 13-14). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “AP Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. TAP is first. Write on the board:
    - AP
    - Point to the AP in the middle of the picture grid. Pronounce “AP”. Students listen and repeat. Erase and write on the board:
      - T
    - Ask for the sound. Students say sound, or they listen and repeat.
    - Write TAP on the board. First sound out TA, and then blend the three sounds: T-A-P.
      - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
      - Students point to the picture as they pronounce it.
    - Pass out “TAP” cards to go onto the grid and tell students to cover the picture with the word.
    - Repeat above with the rest of the words (this is review for students, so you can go quickly).
    - Now compare “AP” words to “AB” words. Write
      - AP     AB
    - Pronounce these two word parts until students can hear the difference. Pass out “AB” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

**Additional Activities:**
- Have students practice reading words with a partners
- Say a word and have students hold up the card for that word
- Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)
- Have students take all the words off (after learning them all) and re-organize them on the grid.

- **Reading Clocks (30min)**
  - Review numbers 0-12, 15, 30, 45. Students have studied numbers 0-9 in class. Take time to review 10, 11, 12 from yesterday and add on 15, 30, 45 for telling time. Start by showing 1-12 to review using flashcards, and then introduce 15, 30, 45.
Point to the clock on the wall. Ask students: what is it? (clock). Ask the question:

**What time is it?**

Listen to their answers and let it inform your teaching.

**Hours.** Hold up large clock. Make it **12:00.** Say:

“It’s “12 o’ clock.”

**Hour and Minute hands:** Don’t worry about teaching the word “minute” right now, but make sure they see that one clock hand is longer than the other. Point to one and then the other. Test them by putting the longer on the 12 and then the shorter and asking for the time.

Point and repeat, and encourage students to listen and repeat. Write “12:00” on the board. Erase and write each hour on the board as you go around on the clock, having students listening, looking at the board and clock, and repeating. Let it be slow and repetitious.

- It’s twelve o’ clock.
- It’s one o’ clock.
- It’s two o’ clock.

Pass out Judy Clocks. Ask students to copy what you make on the large clock. Do the same as before, but with students copying o their clock:

- What time is it? It’s twelve o’ clock (everyone changes their clock to say 12).
- What time is it? It’s one o’ clock. (And the same for the other hours).

Set your clock to 12. Act out this simple dialogue with Ron and Sam:

*Ron: Excuse me, what time is it?*

*Sam: It’s 12 o’ clock.*

*Ron: Thanks.*

Have students listen and repeat, and then ask each student, “Excuse me, what time is it?”

**Half-Hours.** Change the large clock to 12:30. Point to where the minute hand is (on the 6). Say “It’s 12:30.” Write 12:30 on the board.

- Do the same as above, going through the half hours (It’s 1:30, it’s 2:30). Make it repetitious.

**Quarter Hours.** Do the same as above but with 12:15, 1:15, etc. and 12:45, 1:45, etc.

**What time is school?** Write the start time for your class on the board. Read it with the students. Then demonstrate the following dialogue using pictures of Ron and Sam:

- Excuse me. What time is school?
- School is at _____.

Have students practice with each other.

- **Number Line Activity (15min)**

  Draw a line across the board. Put a mark in the middle for noon. Above the first half write **AM** and the second half, **PM.** Attach pictures of morning time routines on the AM side. Put a picture of lunch over the middle, and pictures
of dinner and people going to bed toward the end. Before beginning, discuss all the pictures with students so they know what they are.

- Hold Flashcard 62. Ask students, What time do you get up? Morning or evening, AM or PM?
  - Write one answer on the board. For instance, 6:30 AM. Tell class to listen and repeat: ______ (student’s name) gets up at six thirty AM.

- Show a picture breakfast. What time do they eat breakfast? What time do they take the bus? What time do they go to school? So on until you fill the number line into the evening. Let pictures guide the questions you ask so that they can see the daily activity visually.

- Have students listen and repeat every time you write a new time on the number line. Include times on the hour, half hour, and quarter hours.

- **Wrap-Up: Test Prep (15min)**
  - Have students gather around you. OR, write each test prep question on the board, on at a time (erase each when you’re finished).
  - Point to #1 and say, “#1”. Point at each clock and ask students to help you read the clocks.
  - Do the same for #2 and #3. If you do each question on the board, you could have an advanced student come up and fill in the circle for the answer.
  - Have students sit down. Pass out test prep questions. Do each question together. Circulate the room to make sure each student fills in the right answer.
Lesson 16

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Practice and learn a dialogue asking the time
- Learn about time, PM, and AM through a number line

Materials (Week 4 in Worksheets Tab):
- Class sets of “AB” and “AP” Picture Grid with “AB” and “AP” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Large clock
- Judy Clocks (Beginning Basket)
- Index card with times (see instructions below for Sequencing Time Activity) written on them in clear, large uppercase letters
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy "Monday" into their notebooks for the extent of the calendar question.

- **Phonics: Review Short A and Word Families “AP” and “AB” (15 min)**
  You will review words ending in “AP” and “AB” (studied in Lessons 13-14). This is a decoding activity (teaching students how to sound out word parts).
  o Pass out “AP” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **TAP** is first. Write on the board:
    
    AP
  o Point to the **AP** in the middle of the picture grid. Pronounce “AP”. Students listen and repeat. Erase and write on the board:
    
    T
  o Ask for the sound. Students say sound, or they listen and repeat.
  o Write **TAP** on the board. First sound out TA, and then blend the three sounds: T-A-P.
    
    ▪ Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    
    ▪ Students point to the picture as they pronounce it.
  o Pass out **“TAP” cards** to go onto the grid and tell students to cover the picture with the word.
  o Repeat above with the rest of the words (this is review for students, so you can go quickly).
  o Now compare “AP” words to “AB” words. Write
    
    AP  AB
  o Pronounce these two word parts until students can hear the difference. Pass out “AB” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

  **Additional Activities (Choose 1 or 2):**
  o Have students practice reading words with a partners
  o Say a word and have students hold up the card for that word
  o Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)
  o Have students take all the words off (after learning them all) and re-organize them on the grid.

- **Telling Time Review (15 min)**
- **Review** numbers 0-9, 10, 11, 12, 15, 30, 45 with flashcards for students. Make it a fast, energetic drill. Repeat numbers often. The last few numbers might sight learning for students who don’t understand the quantity—this is okay for now since they are learning to use these numbers to tell time.

- **Flyswatting Time Review:** On the board, write all the numbers you have ready on the index cards. Include AM and PM with the Numbers 1-12, 15, 30, 45. Have a student come up front. You or another students calls out a time.

- Give each student an index card with a time on it. **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swatter.

  - **To teach directions, have students stand up.** Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

- **Review AM and PM.** Draw a number line and put 12PM in the middle. Ask students about their daily routine and write in their wake times, work, lunch, dinner and school times. Indicate AM over the first half of the number line and PM over the second half. Use pictures on the board of morning, afternoon, and evening activities. This is a review from yesterday’s lesson.

- **Sequencing Times (30min)**

  - **Prep:** write the following times on index cards: 6:00AM, 7:30AM, 9:45AM, 10:15AM, 11:15PM, 12:00PM, 1:30PM, 2:45PM, 4:00PM, 5:30PM, 9:45PM, 10:15PM, 11:00PM

  - Pass out index cards.

  - Write AM on the board. Ask the students, “Who has times in the morning?” The people who stand up should have AM on their cards. Have students come up to the front and put their cards in the correct order. Read the times together and check. Have the PM students read through the times with you.

  - Do the same for the PM students.

  - Go out into the hallway and have all the students line up according to their time. Then each student should read off their time, starting with 6AM.

- **Computer Lab (last 30min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:

  - Ask staff for splitter cords (so that two students can share a computer and use headphones).

  - To set up computers, open Internet and go to google.com.

  - Search 4-Step Phonics Youtube, and click on Beginning.

  - Pause on Lesson 4 (Gg, Hh). (After students are seated you will press Play).

  - Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that's okay).

- On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.
- Return splitter cords to ELC office before you leave.
Lesson 17

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Practice a dialogue using “his” and “her”
- Study the verb ‘live’, and community places (bank, clinic, library, laundromat, park, grocery store)

Materials (Week 5 in Worksheets Tab):
- Class sets of “ACK" Picture Grid with “ACK" Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Map of Twin Cities – see Worksheets Tab
- Pictures of Ron and Kara (see Worksheets Tab)
- Pictures of target vocabulary (see Worksheets Tab)
- Large 8x11 paper flashcards with bank, clinic, library, (see Worksheets Tab)
- 4-8 1x1 inch pieces of paper in three different colors (use scrap paper if possible). Each color represents a community building that you choose (see second to last activity).
- Magnets

Calendar Question Warm-Up (15min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:*
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Short A and Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “ACK” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. TACK is first. Write on the board: ACK
    - Point to the ACK in the middle of the picture grid. Pronounce “ACK”. Students listen and repeat. Write on the board: T
    - Ask for the sound. Students say sound, or they listen and repeat.
    - Write TACK on the board.
    - First sound out TA, and then blend the three sounds: T-A-CK.
    - Students listen and repeat.
    - Students point to the picture as they pronounce it.
    - Pass out “TACK” card that goes onto the grid and tell students to cover the picture with the word.
    - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.
  - Additional Activities:
    - Have students practice reading words with a partners
    - Say a word and have students hold up the card for that word
    - Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

- **Introduction: Her/His name is…. (15min).**
  - Begin by asking have Ron and Kara do a dialogue:
    - Ron: “What is your name?”
    - Kara: “My name is Kara.”
  - Have students listen repeat. Then have them practice with a partner, focusing on saying “My name is ______.”
  - Now hold up the picture of Ron and say, “His name is Ron.” Students listen and repeat. Repeat “His” and then the whole phrase again. Using a magnet,
put the picture of Ron on the board and write “His name is Ron.” Point to “His”.
- Do the same for Kara. Emphasize “Her.”
- **Signing**: To help students remember “My”, “Her”, and “His,” teach a sign to go with each.
  - For “my”, use a flat hand in front of the upper chest or throat.
  - For “her”, bend arm out to the side.
  - For “him”, arm straight out, parallel to the floor.
- **Once signs are learned**: Ask a student their name. Encourage student to use sign language when saying “My.”
- Student: “My name is Mohamed.” Or “Mohamed.”
- Turn to the class and say: “His name is Mohamed.” Put arm straight out when you say “his” and encourages students, as they repeat, to do the same (without hitting their neighbors!)
- Do this for everyone in the group.

**Introduction to Community Places (15min)**
- **Set the context**: Using magnets, attach Twin Cities map to the board. Ask students: Where do you live? You can say: “I live in Minneapolis,” and point to the map.
- Go around and ask each student, giving everyone a chance to respond. (Answer: “I live in Minneapolis” is the target answer).
- **Every time a student responds (I live in Minneapolis)**, say:
  - (Student’s name) lives in Minneapolis.
- Write the words “I live” on the board. Have students listen and repeat as you read it several times. “I live.” Now write: (Student’s name) lives in Minneapolis. Focus on introducing the verb “live.”

**Community Places (30min)**: Now take out the pictures of the bank, clinic, grocery store, library, laundromat, and park. Show pictures to elicit vocabulary from students and introduce vocabulary verbally. Show picture of a bank and say,
  - “What’s this?”
  - “Bank.” (if students don’t know it, say the word and then have them repeat several times).
  - “What’s this?”
  - “Library?” and etc..
- **Ask students** if they go to any of these places, and if so, which places. (Grocery store? Which one?). Encourage students to say: I go to...
- **Quiz students** on each of the six places until they know them well. Show one picture, then the next and the next. If possible have them also say: I go to ______.
- Pass out pictures and have students partners up if needed.
- Say “Bank”. Student with bank holds up bank. Write “bank” on the board. Have students look, listen, and repeat. Erase “bank” and repeat with the rest.
- **Sightword practice**: Show large flashcards for bank, clinic, library. Try to have students recognize the word and say it verbally as quickly as they can.
Additional Activities:
  - Ask: What do you do here? (Show pictures). Elicit their answers. Write simple answers on the board. For example:
    - Bank: money, savings, etc.
    - Library: books
    - Park: take children, walk

**Numbers Practice (15min): How many....?**
In this activity, you will attach colored pieces of paper to a simple map grid that you draw to represent Minneapolis on the board. Each colored piece of paper is a building. Choose 3 (library, bank, clinic).
  - First, draw cross streets so you have several blocks. For example:
    ![Map Grid]
  - Next, tell students this is Minneapolis.
  - Hold up a colored piece of paper and connect it with a community place picture – library. Put several of the same color (red, for instance) on the board. Say, “How many libraries in Minneapolis?” Repeat the question several times, slowly. Show the picture of the library the whole time. You can eventually put a colored piece of paper with it on the board so students remember the color for it.
  - Students count how many red pieces of paper are on the board.
  - Do the same with the other two colors.
  - Give students a chance to say the community place names several times.
  - Note: you don’t have to teach colors. Just show and associate the colored paper with the name and picture of the place.

**Wrap-Up (5-15min) Ball Toss with Names.**
  - Students must listen and repeat with “Her name is...” or “His name is...” when given the ball. To get started, review the signs for My, Her, and His. Then start by saying, “My name is (your name).” Then toss the ball to an advanced learner.
  - Student says: “Her/His name is.....”. Then students says his or her own name and tosses the ball to the next student. Write on the board the formula:
    - His name is....
    - Her name is...
    - My name is...
  - Do this until the end of class.
Lesson 18

Objectives:
Students will...

- Practice phonics and decoding words (short “A” sound)
- Practice a dialogue
- Learn counting with foam blocks and units of ten
- Review and practice using community places vocabulary

Materials (Week 5 in Worksheets Tab):

- Class sets of “AT” Picture Grid with “AT” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Large 8x11 paper flashcards with bank, clinic, library, laundromat, park, grocery store
- Pictures of target vocabulary (see Worksheets Tab)
- Pictures of Kara and Ron (see Worksheets Tab)

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into
the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Alphabet & Sound Warm-Up (5 min):**
  - Sing through alphabet together
  - Say a letter, students write the letter

- **Phonics: Short A Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “AT” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. CAT is first. Write on the board:
    
    AT
  - Point to the AT in the middle of the picture grid. Pronounce “AT”. Students listen and repeat. Write on the board:
    
    C
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write CAT on the board.
  - First sound out CA, and then blend the three sounds: C-A-T.
  - Students listen and repeat.
  - Students point to the picture of the fan as they pronounce it.
  - Pass out “CAT” card that goes onto the grid and tell students to cover the picture of the fan with the word.
  - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  **Additional Activities:**
  - Have students practice reading words with a partners
  - Say a word and have students hold up the card for that word
  - Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

- **Community Places (30min)**
  - Context: Ask students:
    
    Where do you live? (You can say: “I live in _____.”)
  - Go around and ask each student, giving everyone a chance to respond.
  - **Every time a student responds (I live in Minneapolis), say:**
    
    (Student’s name) lives in Minneapolis.
  - Write the words “I live” on the board. Have students listen and repeat as you read it several times. “I live.” Now write: (Student’s name) lives in Minneapolis. Focus on introducing the verb “live.”
  - Now show the pictures of the bank, clinic, grocery store, library, laundromat, and park. Explain that these places are in Minneapolis.
o Show pictures. Introduce vocabulary **verbally**. Show picture and say, 
   “What’s this?”
   “Bank.” (if students don’t know it, say the word and then have 
   them repeat several times).
   “What’s this?”
   “Library?” and etc..

o **Ask students** if they go to any of these places, and if so, which places. 
  (Grocery story? Which one?)

o **Ask students:** What do you do there? (Show pictures). Elicit their answers. 
  Write simple answers on the board. For example:
  - Bank: money, savings, etc..
  - Library: books
  - Park: take children, walk

o **Quiz students** on each of the six places until they know them well. Show one picture, then the next and the next.

o **Pass out pictures.** Say “Bank”. Student with bank holds up bank. Write 
  “bank” on the board. Have students look, listen, and repeat. Erase “bank” and 
  repeat with the rest.

o **Sightword practice:** Show large flashcards for bank, clinic, library (these 
  were taught yesterday). Now also include laundromat, park, and grocery 
  store. Try to have students recognize the word and say it verbally as quickly 
  as they can.

- **Numbers (15min)**

  o **Introducing 10, 11, 12, 13, 14, 15.** Past out foam squares to student pairs. 
    Have them count out ten beans (do this with them out loud). Now take a 
    foam “tens” block and say “ten”. Point to the grooves indicating it is ten 
    blocks fused together.

  o Now show the numbers using foam squares added on. Have students listen, 
    repeat, and follow along with their foam blocks.

  o **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students 
    should count out five.

- **Wrap-Up (5-15min) Matching Game:**

  Pass out a set of vocabulary words and pictures to students. Call out a place 
  (“bank”). Students who have the picture and the word should stand up and show the 
  class and put the picture and word together on the board.
Lesson 19

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Create a student-generated text
- Practice counting with foam blocks

Materials (Week 5 in Worksheets Tab):
- Class sets of “ACK” and “AT” Picture Grid with “ACK” and “AT” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Foam blocks, ones and tens
- Picture of Ron, Kara (see Worksheets Tab)
- Community places pictures
- Community places flashcards (word on each card to match pictures)
- Magnets
- Paper to write student-generated text on (keep in binder after class)

• Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  o Learn to copy question into book (this improves print awareness)
  o Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  o Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Review Short A and Word Families “ACK” and “AT” (15 min)**
  You will review words ending in “ACK” and “AT” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “ACK” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **TACK** is first. Write on the board:
    - **ACK**
  - Point to the **ACK** in the middle of the picture grid. Pronounce “**ACK**”. Students listen and repeat. Erase and write on the board:
    - **T**
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write **TACK** on the board. First sound out **TA**, and then blend the three sounds: **T-A-CK**.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out “**TACK**” cards to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “**AT**” words to “**ACK**” words. Write **AT** **ACK**
  - Pronounce these two word parts until students can hear the difference. Pass out “**AT**” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

  **Additional Activities:**
  - Have students practice reading words with a partners
  - Say a word and have students hold up the card for that word
  - Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)
  - Have students take all the words off (after learning them all) and re-organize them on the grid.

- **Numbers (15min)**
  - **Practicing numbers 10-15.** Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam
“tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together.

- Write a number on the board. Say number, have students listen and repeat. Now show the number using foam blocks. Have students listen, repeat, and follow along with their own foam blocks.
- **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.
- **Phone Number Review:** Ask a student volunteer for his/her phone number. They can read off their phones. Write number on the board for other students to see. Erase and start over with next student’s number. Check phones to see if number is correct.

**Community Places Review (15 min)**

- Take out the pictures of the bank, clinic, grocery store, library, laundromat, and park. Show pictures to elicit vocabulary from students and introduce vocabulary **verbally.** Show picture of a bank and say, “*What’s this?*” “Bank.” (if students don’t know it, say the word and then have them repeat several times). “*What’s this?*” “Library?” and etc..
- **Quiz students** on each of the six places until they know them well. Show one picture, then the next and the next.
- Pass out pictures. Say “Bank”. Student with bank holds up bank. Write “bank” on the board. Have students look, listen, and repeat. Erase “bank” and repeat with the rest.
- **Show a place and ask:** What do you do here? (Show pictures). Elicit their answers. Write simple answers on the board. For example:
  - Bank: money, savings, etc.
  - Library: books
  - Park: take children, walk

**Writing a Student-Generated Text (30 min): Community Places**

- You will assist students in writing a short text about today’s topic. First, use pictures or experiences to review and teach target language. Next, ask students to tell you what you did or, if using pictures, what they see. Third, write what students say on the board (make sure to also record on paper). Be sure to integrate today’s target vocabulary.
- **First: Prompting Students:** Show pictures of this week’s vocabulary and encourage discussion around those pictures. Use pictures of Kara or Ron (see **Worksheets Tab**) to use as a subject, OR use a student who doesn’t mind being the subject. Listen to students and write down simple but complete sentences. Keep it short: 4-5 sentences. For instance, they might say, “bank”, and you can write simple sentences such as:
Kara (OR student name) lives in Minneapolis. He/She gets money from the bank. The library has books.

- Repetition is good. Keep stories to 4-5 sentences. Have fun! Sometimes it’s hard to predict exactly what the text will look like. Keep the focus on target words instead of new ones (like “he” or “she”).
- Write the story on the board in large, clear letters. Then use the following activities to work with the text:
  - Read each word and have students listen and repeat.
  - Ask a student (or students) to come up and circle the words or letters that you say. Other students can help out their classmates in this activity.
  - Have students copy the story down on a piece of paper.
  - (see next lesson for even more activity ideas)
- At the end of class, be sure to record this story on a piece of paper and leave it in the binder for tomorrow’s teacher.

- **Wrap-Up (5-15min) Memory Game:** Put pictures of community places and words face down on the board with magnets. Add in older vocabulary with pictures, too, if time permits (pictures of classroom items and their names).
  - Have the students come up one by one to turn over one picture card and one word card until they find the matches.
  - Encourage the students to show the class which cards they have turned over and say the words to determine if they have a match.
Lesson 20

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Practice and learn a dialogue asking the time
- Study and read a student-generated text
- Go to computer lab and review and practice phonics

Materials (Week 5 in Worksheets Tab):
- Class sets of “ACK” and “AT” Picture Grid with “ACK” and “AT” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Test Prep Question (see Worksheets Tab)
- Community places pictures and matching text flashcards
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Review Short A and Word Families “ACK” and “AT” (15 min)**
  You will review words ending in “ACK” and “AT” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “ACK” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **TACK** is first. Write on the board:
    - ACK
  - Point to the ACK in the middle of the picture grid. Pronounce “ACK”. Students listen and repeat. Erase and write on the board:
    - T
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write TACK on the board. First sound out TA, and then blend the three sounds: T-A-CK.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out “TACK” cards to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “AT” words to “ACK” words. Write
    - AT
    - ACK
  - Pronounce these two word parts until students can hear the difference. Pass out “AT” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

**Additional Activities:**
- Have students practice reading words with a partners
- Say a word and have students hold up the card for that word
- Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)
- Have students take all the words off (after learning them all) and re-organize them on the grid.

- **Test Prep (15min):** Have students gather around you as you show them how to do the test prep questions (or write on the board). Say out loud each answer and have
students repeat. Or, have an advanced student show the answer and fill in the answer blank. Then have students sit and answer the questions on their own.

- **Reading a Student-Generated Text (30 min): Community Places**
  - Students created a story in class yesterday. (See yesterday’s lesson). Before reading the story, review target vocabulary using pictures, focusing on verbal and not written language first:
    - Bank, clinic, library, laundromat, park, grocery store.
  - Now write the story on the board.
  - Read each word and have students repeat. Then read each line and have students repeat. Use the pictures to demonstrate meaning as students become more familiar with the text.
  - Pass out a copy of the story to each student.
  - Read a line and ask students to listen and repeat.
  - **Additional Activities:**
    - Say a word and ask students to circle that word.
    - Say a letter and ask students to circle all of that letter.
    - Take out a word (i.e., school) and do a quick phonics lesson by targeting one sound of the word and practicing that sound in isolation and in other words:
      - School/fool/coo/woo/zoo
    - Sightword Practice: Quiz students with flashcards on the most common words (and repeated) in the text, such as prepositions, “the”, etc., so that they can learn to recognize words quicker.
    - Have students match words with pictures or definitions
    - Delete every nth word (4th, 5th, 6th, etc.) To create a cloze exercise; have the students fill in the blanks either looking at the text or not if more advanced
    - Dictate the story for learners to write (you can also dictate using a semi-blanked out text)
    - Write the sentences in scrambled order and have students rewrite them, restoring the correct sequence

- **Computer Lab (last 30min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
  - Ask staff for splitter cords (so that two students can share a computer and use headphones).
  - To set up computers, open Internet and go to google.com.
  - Search 4-Step Phonics Youtube, and click on Beginning.
  - Pause on Lesson 5 (Ii, Jj). (After students are seated you will press Play).
  - Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).

- On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.
- Return splitter cords to ELC office before you leave.
Lesson 21

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Practice a dialogue using “his” and “her”
- Study weather terms and practice a dialogue asking about weather
- Learn to count/review counting to 20

Materials (Week 6 in Worksheets Tab):
- Class sets of “AD” Picture Grid with “AD” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Map of United States
- Pictures of Ron and Kara (see Worksheets Tab)
- Pictures of target vocabulary (use Side by Side Picture Cards) #80-85, 87 (skip #86, “cool”) for: It’s sunny/ It’s rainy/ It’s snowy/ It’s warm/ It’s hot/ It’s cold
- Magnets

Calendar Question Warm-Up (15min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many
students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Short A and Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “AD” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. DAD is first. Write on the board:
    - **AD**
  - Point to the **AD** in the middle of the picture grid. Pronounce “**AD**”. Students listen and repeat. Write on the board:
    - **D**
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write **DAD** on the board.
  - First sound out **DA**, and then blend the three sounds: **D-A-D**.
  - Students listen and repeat.
  - Students point to the picture as they pronounce it.
  - Pass out **“DAD”** card that goes onto the grid and tell students to cover the picture with the word.
  - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

**Additional Activities:**
- Have students practice reading words with a partners
- Say a word and have students hold up the card for that word
- Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

- **Review: Her/His name is…. (15 min).**
  - Begin by asking have Ron and Kara do a dialogue:
    - Ron: “What is your name?”
    - Kara: “My name is Kara.”
  - Have students listen repeat. Then have them practice with a partner, focusing on saying “My name is _____."
  - Now hold up the picture of Ron and say, “His name is Ron.” Students listen and repeat. Repeat “His” and then the whole phrase again. Using a magnet, put the picture of Ron on the board and write “His name is Ron.” Point to “His”.
  - Do the same for Kara. Emphasize “Her.”
**Signing:** To help students remember “My”, “Her”, and “His,” teach a sign to go with each.
- For “my”, use a flat hand in front of the upper chest or throat.
- For “her”, bend arm out to the side.
- For “him”, arm straight out, parallel to the floor.

**Once signs are learned:** Ask a student their name. Encourage student to use sign language when saying “My.”
- Student: “My name is Mohamed.” Or “Mohamed.”
- Turn to the class and say: “His name is Mohamed.” Put arm straight out when you say “his” and encourages students, as they repeat, to do the same (without hitting their neighbors!)
- Do this for everyone in the group.

**Introduction to Weather Terms (30min)**
- **Set the context.** Weather. Show each of the weather pictures. Say “Weather”.
- **Dialogue:** Ron and Kara do a dialogue on weather. Put pictures on the board of sunny weather. Explain that Kara is in California, and Ron is in Minnesota. (use map to point to MN and CA). They talk by phone. Using magnets, attach a picture of cold (#83) and snowy (#87) on the board. Take a moment to compare the cold picture to the hot picture so students can see that when it’s cold, the person is wearing lots of clothing and the thermometer shows a low temperature.
  - Hi Ron, how are you?
  - I’m fine. How are you?
  - I’m fine. How’s the weather in Minnesota?
  - It’s cold and snowy.

Switch the picture and put up hot (#84) and sunny (#80). Repeat the dialogue.
- **Introduction to all vocab, including it’s.** Write “IT’S” in large letters on the board. Say it and have students repeat (don’t explain a meaning – let the activity be listen and repeat). Now hold up a card. Point to the word “IT’s” and then say the weather on the card. So:
  - It’s sunny.
  - It’s rainy.
  - It’s snowy.
  - It’s warm.
  - It’s hot.
  - It’s cold.

Repeat several times until students say the weather when you show the picture.
- **Dialogue:** Hold up a picture. Ask, “How’s the weather?” Students should say one of the above phrases.
- **Writing and reading practice:** Write on the board:
  - SUNNY
  - SNOWY
Ask students to spell these words. Point to “Y” and say “EE” sound. Pronounce “S” sound. Then say whole word and have students listen and repeat. Then spell and have students write the word on a piece of paper. Do the same for the other vocab words.

- **Dialogue:** Take out Kara and Ron, and show dialogue from above again, changing out the underlined section.
  
  Hi Ron, how are you?
  I’m fine. How are you?
  I’m fine. How’s the weather in Minnesota?
  It’s cold.

- Write dialogue on the board and have students read it out loud with you. Put a picture on the board (ie, sunny) and review with students. Have a volunteer come up front. Start the dialogue with this student:
  
  Hi ____, how are you? And so on. Do with several students. Then have them practice with partners.

- Pass out flashcards with **sunny, rainy, and snowy** on them.

- **Numbers (15min)**

  - **Practicing numbers 10-20.** Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam “tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together.

  - Write a number on the board. Say number, have students listen and repeat. Now show the number using foam blocks. Have students listen, repeat, and follow along with their own foam blocks.

  - **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.

  - **Say a number:** Say a number and have students write the number.

  - **Flyswatting Game:** Write numbers 0-20 all over the board. Have a volunteer come up front and swat the number you or a student calls out.

- **Wrap-Up (5min) Ball Toss with Names.**

  - Students must listen and repeat with “Her name is...” or “His name is...” when given the ball. To get started, review the signs for My, Her, and His. Then start by saying, “My name is (your name).” Then toss the ball to an advanced learner.

  - Student says: “Her/His name is.....”. Then students says his or her own name and tosses the ball to the next student. Write on the board the formula:

    His name is....
    Her name is...
    My name is...

  - Do this until the end of class.
Lesson 22

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Practice a dialogue
- Learn about inches, and counting inches (used later with snow/rain)
- Review and practice using weather vocabulary

Materials (Week 6 in Worksheets Tab):
- Class sets of “AG” Picture Grid with “AG” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of target vocabulary. Use Side by Side Picture Cards #80-85, 87 (skip #86, “cool”).
- Flashcards with vocabulary text on them (use half-sheets of paper)
- Pictures of Kara and Ron (see Worksheets Tab)
- Class set of rulers
- Flexible measuring tape
- Popsicle sticks
- Several copies of colored picture of ruler in snow (see Beginning Basket)
- Magnets

• Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  o Learn to copy question into book (this improves print awareness)
  o Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  o Spell all the words and sound out 2-3 words.

*Tips:*
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• **Phonics: Short A Word Families (30 min)**
  
  o In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  
  o Pass out “AG” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **TAG** is first. Write on the board:
  
  \[
  \text{AG}
  \]
  
  o Point to the **AG** in the middle of the picture grid. Pronounce “**AG**”. Students listen and repeat. Write on the board:
  
  \[
  \text{T}
  \]
  
  o Ask for the sound. Students say sound, or they listen and repeat.
  
  o Write **TAG** on the board.
  
  o First sound out **TA**, and then blend the three sounds: **T-A-G**.
  
  o Students listen and repeat.
  
  o Students point to the picture of the fan as they pronounce it.
  
  o Pass out “**TAG**” card that goes onto the grid and tell students to cover the picture of the fan with the word.
  
  o Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  **Additional Activities:**

  o Have students practice reading words with a partners
  
  o Say a word and have students hold up the card for that word
  
  o Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

• **Numbers, Inches (15-30min)**

  o **Review numbers 1-12**. Using popsicle sticks, demonstrate each number and have students listen and repeat.
  
  o **Introducing “inch”**. Take a measuring tape and measure a pencil and say, “6 inches”. Measure several other things in the classroom. Ask a volunteer to come up front and hold the object while you measure it.
Pass out rulers and have students locate each number (1-12) on the ruler. Then ask them to measure their pencils. (Use only whole numbers).

**Introduce:** “How many inches?”
Go around and ask each student, “How many inches?” (point to their pencil).

Ask students to guess how many inches: show your pencil and ask, what do you think, how many inches? Then measure to see how close they are.

**Show picture of snow with ruler.** How many inches of snow?

- **Review of Weather Terms (30min)**
  - **Set the context.** Write “Weather” on the board. Ask: “How’s the weather?” Show each of the weather pictures, and elicit answers from the students as a warm-up and review.
  - **Dialogue:** Ron and Kara do a dialogue on weather. Put pictures on the board of sunny weather. Explain that Kara is in California, and Ron is in Minnesota. They talk by phone. Put a picture of cold (#83) and snowy (#87)on the board. Take a moment to compare the cold picture to the hot picture so students can see that when it’s cold, the person is wearing lots of clothing and the thermometer shows a low temperature.
    
    Hi Ron, how are you?
    I’m fine. How are you?
    I’m fine. How’s the weather in Minnesota?
    It’s cold and snowy.

  - **Introduction to all vocab, including it’s.** Write “IT’S” in large letters on the board. Say it and have students repeat. Now hold up a card. Point to the word “IT’s” and then say the weather on the card. So:
    
    It’s sunny.
    It’s rainy.
    It’s snowy.
    It’s warm.
    It’s hot.
    It’s cold.

  - Repeat several times until students say the weather when you show the picture.
  - Hold up a picture. Ask, “How’s the weather?” Students should say one of the above phrases.
  - **Writing and reading practice:** Write on the board:
    
    SUNNY
    SNOWY

    Ask students to spell these words. Point to “Y” and say “EE” sound. Pronounce “S” sound. Then say whole word and have students listen and repeat. Then spell and have students write the word on a piece of paper. Do the same for the other vocab words.
  - **Students’ Dialogue Practice:** Take out Kara and Ron, and show dialogue from above again, changing out the underlined section.
Hi Ron, how are you?
I'm fine. How are you?
I'm fine. How's the weather in Minnesota?
It's cold.

- Write dialogue on the board and have students read it out loud with you. Put a picture on the board (ie, sunny) and review with students. Have a volunteer come up front. Start the dialogue with this student:
  \textit{Hi \underline{___}, how are you?} And so on. Do with several students. Then have them practice with partners.
- Pass out flashcards with text on them to partners of students. Let students read through cards together. Then call one of the cards ("sunny") and wait for students to find it and hold it up.

- \textbf{Wrap-Up (5-15min) Matching Game:}
  Using magnets, put all six pictures of weather in one column on the left side of the board. Then write or attach flashcards of text for each picture (not in order) in a column on the right. Have students take turns using chalk to match up the picture with the word.
Lesson 23

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Learn the four seasons in Minnesota
- Create a student-generated text
- Review how to count inches

Materials (Week 6 in Worksheets Tab):
- Class sets of “AG” and “AD” Picture Grid with “AG” and “AD” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of fall, winter, spring, summer (see Worksheets Tab)
- Picture of Ron, Kara (see Worksheets Tab)
- Pictures of target vocabulary, (use Side by Side Picture Cards) #80-85, 87 (skip #86, “cool”).
- Flashcards with vocabulary text on them (use half-sheets of paper), include fall, winter, spring, summer
- Class set of rulers
- Flexible measuring tape
- Popsicle sticks
- Several copies of colored picture of ruler in snow (see Beginning Basket)
- Paper to write student-generated text on (keep in binder after class)

Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the
question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.

- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- Phonics: Review Short A and Word Families “AG” and “AD” (15 min)

You will review words ending in “AG” and “AD” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).

  o Pass out “AG” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **TAG** is first. Write on the board:

    **AG**

  o Point to the **AG** in the middle of the picture grid. Pronounce “**AG**”. Students listen and repeat. Erase and write on the board:

    **T**

  o Ask for the sound. Students say sound, or they listen and repeat.

  o Write **TAG** on the board. First sound out **TA**, and then blend the three sounds: **T-A-G**.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.

  o Pass out **“TAG” cards** to go onto the grid and tell students to cover the picture with the word.

  o Repeat above with the rest of the words (this is review for students, so you can go quickly).

  o Now compare “**AD**” words to “**AG**” words. Write

    **AD**  **AG**

  o Pronounce these two word parts until students can hear the difference. Pass out “**AD**” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

Additional Activities:

  o Have students practice reading words with a partners
  o Say a word and have students hold up the card for that word
  o Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)
o Have students take all the words off (after learning them all) and re-organize them on the grid.

**Seasons (15min)**

- **Set context.** Explain that weather changes in MN. What is weather like in students’ countries?
- Show pictures of fall, winter, spring, summer. Ask students: how’s the weather in fall? Spring? Summer? Winter?
- Write each season on the board, one at a time and show with picture. Practice spelling and pronouncing each one.

**Writing a Student-Generated Text (30 min): Weather**

- You will assist students in writing a short text about today’s topic. First, use pictures or experiences to review and teach target language. Next, ask students to tell you what you did or, if using pictures, what they see. Third, write what students say on the board (make sure to also record on paper). Be sure to integrate today’s target vocabulary.
- **First: Prompting Students:** Show pictures of this week’s vocabulary and encourage discussion around those pictures. Show pictures for winter, summer, fall, and spring; also use Minneapolis, if possible. Show pictures for all the weather terms learned this week. Here are examples sentences:
  
  *Minneapolis is cold in winter.*
  *It’s rainy in spring.*
  *It’s snowy in winter.*

- Repetition is good. Keep stories to 4-5 sentences. Have fun! Sometimes it’s hard to predict exactly what the text will look like. Keep the focus on target words instead of new ones (like “he” or “she”).
- Write the story on the board in large, clear letters. Then use the following activities to work with the text:
  - Read each word and have students listen and repeat.
  - Ask a student (or students) to come up and circle the words or letters that you say. Other students can help out their classmates in this activity.
  - Have students copy the story down on a piece of paper.
  - (see next lesson for even more activity ideas)
- At the end of class, be sure to record this story on a piece of paper and leave it in the binder for tomorrow’s teacher.

**Review: Numbers, Inches (15min)**

- **Review numbers 1-12.** Using popsicle sticks, demonstrate each number and have students listen and repeat.
- **Introducing “inch”.** Take a measuring tape and measure a pencil and say, “6 inches”. Measure several other things in the classroom.
• Ask a volunteer student to come up front and hold the object while you measure it.
  o Pass out rulers and have students locate each number (1-12) on the ruler. Then ask them to measure their pencils. (Use only whole numbers).
  o **Introduce:** “How many inches?” Go around and ask each student, “How many inches?” (point to their pencil).
  o Ask students to guess how many inches: show your pencil and ask, what do you think, how many inches? Then measure to see how close they are.
  o **Show picture of snow with ruler.** How many inches of snow?

• **Wrap-Up (5-15min) Memory Game:** Put pictures of weather terms and seasons and text flashcards face down on the board with magnets. Add in older vocabulary with pictures, too, if time permits (pictures of classroom items and their names).
  o Have the students come up one by one to turn over one picture card and one word card until they find the matches.
  o Encourage the students to show the class which cards they have turned over and say the words to determine if they have a match.
Lesson 24

Objectives:
Students will...
- Practice phonics and decoding words (short “A” sound)
- Study and read a student-generated text
- Go to computer lab and review and practice phonics

Materials (Week 6 in Worksheets Tab):
- Class sets of “AG” and “AD” Picture Grid with “AG” and “AD” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Test Prep Question (see Worksheets Tab)
- Pictures of fall, winter, spring, summer (see Worksheets Tab)
- Picture of Ron, Kara (see Worksheets Tab)
- Pictures of target vocabulary, (use Side by Side Picture Cards) #80-85, 87 (skip #86, “cool”).
- Flashcards with vocabulary text on them (use half-sheets of paper), include fall, winter, spring, summer
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

Calendar Question Warm-Up (15-30 min)
Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• Phonics: Review Short A and Word Families “AG” and “AD” (15 min)
You will review words ending in “AG” and “AD” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).

  o Pass out “AG” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **TAG** is first. Write on the board:

    **AG**
    
    o Point to the **AG** in the middle of the picture grid. Pronounce “**AG**”. Students listen and repeat. Erase and write on the board:

    **T**
    
    o Ask for the sound. Students say sound, or they listen and repeat.
    o Write **TAG** on the board. First sound out **TA**, and then blend the three sounds: **T-A-G**.
      - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
      - Students point to the picture as they pronounce it.
    o Pass out “**TAG**” cards to go onto the grid and tell students to cover the picture with the word.
    o Repeat above with the rest of the words (this is review for students, so you can go quickly).
    o Now compare “**AD**” words to “**AG**” words. Write

    **AD**
    **AG**

    o Pronounce these two word parts until students can hear the difference. Pass out “**AD**” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

Additional Activities:
  o Have students practice reading words with a partners
  o Say a word and have students hold up the card for that word
  o Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)
  o Have students take all the words off (after learning them all) and re-organize them on the grid.
• **Test Prep (15min):** Have students gather around you as you show them how to do the test prep questions (or write on the board). Say out loud each answer and have students repeat. Or, have advanced student show the answer and fill in the answer blank. Then have students sit and answer the questions on their own.

• **Reading a Student-Generated Text (30 min): Weather**
  - Students created a story in class yesterday. (See yesterday's lesson). Before reading the story, review target vocabulary using pictures, focusing on verbal and not written language first.
  - Now write the story on the board.
  - Read each word and have students repeat. Then read each line and have students repeat. Use the pictures to demonstrate meaning as students become more familiar with the text.
  - Pass out a copy of the story to each student.
  - Read a line and ask students to listen and repeat.
  - **Additional Activities:**
    - Say a word and ask students to circle that word.
    - Say a letter and ask students to circle all of that letter.
    - Take out a word (i.e., school) and do a quick phonics lesson by targeting one sound of the word and practicing that sound in isolation and in other words:
      - School/fool/coo/woo/zoo
    - Sightword Practice: Quiz students with flashcards on the most common words (and repeated) in the text, such as prepositions, “the”, etc. so that they can learn to recognize words quicker.
    - Have students match words with pictures or definitions
    - Delete every nth word (4th, 5th, 6th, etc.) To create a cloze exercise; have the students fill in the blanks either looking at the text or not if more advanced
    - Dictate the story for learners to write (you can also dictate using a semi-blanked out text)
    - Write the sentences in scrambled order and have students rewrite them, restoring the correct sequence

• **Computer Lab (last 30min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
  - Ask staff for splitter cords (so that two students can share a computer and use headphones).
  - To set up computers, open Internet and go to google.com.
  - Search 4-Step Phonics Youtube, and click on Beginning.
  - Pause on Lesson 6 (Kk, Ll). (After students are seated you will press Play).
- Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
- Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).
  - On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.
  - Return splitter cords to ELC office before you leave.
Lesson 25

Objectives:
Students will...
- Practice phonics and decoding words (short “E” sound)
- Practice a dialogue about family
- Be introduced to family vocabulary
- Learn multiples of ten: 20-50

Materials (Week 7 in Worksheets Tab):
- Class sets of “ED” Picture Grid with “ED” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of Ron and Sam (see Worksheets Tab)
- Family Pictures: Worksheets Tab
- Family Pictures: Large, laminated family picture in Beginning Basket
- Additional picture: Use Side by Side Picture Cards
- Magnets
- Foam blocks, singles and tens blocks
- Number flashcards (see Beginning Basket)

Calendar Question Warm-Up (15min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Short A and Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “ED” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **BED** is first. Write on the board:
    - **ED**
  - Point to the **ED** in the middle of the picture grid. Pronounce “**ED**”. Students listen and repeat. Write on the board:
    - **D**
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write **BED** on the board.
  - First sound out **BE**, and then blend the three sounds: **B-E-D**.
  - Students listen and repeat.
  - Students point to the picture as they pronounce it.
  - Pass out **BED** card that goes onto the grid and tell students to cover the picture with the word.
  - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

**Additional Activities:**
- Have students practice reading words with a partner
- Say a word and have students hold up the card for that word
- Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

- **Family Vocabulary (30 min)**
  - Set the context. Show one picture with a family. Say “family”. Elicit more words from students to see if they know any of the target vocabulary: mother, father, wife, husband, son, daughter, children.
  - Dialogue: Ron and Sam.
    - R: Do you have children?
    - S: Yes, I do.
    - R: How many?
    - S: I have three children.
Repeat the dialogue. Then turn to the most advanced student and practice
the dialogue with them. Move around the room until each student has
practiced the dialogue with you. Make it fun, fast, and energetic. Explain “No”
if a student has no children.

Vocab: Hold up a picture of husband & wife and point to the adult man and
woman and say “husband” and “wife” several times.
  - “Who is this? He’s the husband.”
  - “Who is this? She’s the wife.”

Go around the room asking each student, “Who is this?” and the students
answers “He’s the husband” or “She’s the wife.” Repetition is good.

Do this for mother/father/daughter/son.

Spelling & Pronunciation Practice: Show pictures of father and mother again.
Ask students what the first letter of “father” is. Write “f” on the board.
Practice /f/ sound. Write the whole word: FATHER.

Ask students to spell the word. Point to “f” and say /f/ sound again. Point to
“th” and pronounce /th/ sound. Have students listen and repeat several
times as you break apart these words.
  FA – TH – ER

Do the same for “mother,” “daughter”, and “son.” With “daughter,” focus on
the sounds. Write “dah” on the board and have students listen and repeat
5-10 times: /dah/. Don’t explain the letters, just let students listen and
repeat. Use flashcards with pictures to reinforce meaning.

Numbers (30min)

Practicing numbers 10, 20, 30, 40, 50. Pass out foam cubes to student
pairs. Have them count out ten cubes (do this with them out loud). Now take
a foam “tens” block and say “ten”. Point to the grooves indicating it is ten
blocks fused together. Take several and demonstrate 10, 20, 30.

Do one number at a time, slowly, and use lots of repetition. Write “10” on
the board, say “10”, point to the “10” on the board, and hold up the “tens”
block. Erase and replace with “20” on the board. Say “20”, point to the “20” on
the board, and hold up two “tens” blocks.

Review 0-9. Ask for 0. Students should show 0 blocks. Ask for 5. Students
should count out five.

Ask: “How many children do you have?” to each student. Make it fast and
energetic. Student should answer “I have _ children.” You can vary the
question by asking one student how many children he or she has, and then
ask the other students: “How many children does she/he have?” and they
respond “She/He has…”. Target answers for students should be “He/She has
_ children.” See if you can have all students use “he” and “she” correctly.

Wrap-Up (5min): Vocab Quiz. Review all family pictures again and then pass them
out to the students (one picture per pair of students is fine). Say a vocab word and
have students show the matching picture.
Lesson 26

Objectives:
Students will...

- Practice phonics and decoding words (short “E” sound)
- Practice short dialogues using family vocabulary
- Complete a worksheet about family
- Practice counting in multiples of 10

Materials (Week 7 in Worksheets Tab):

- Class sets of “ELL” Picture Grid with “ELL” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of Sam and Ron (see Worksheets Tab)
- “I live with my...” Worksheet (see Worksheets Tab)
- Family Pictures: Worksheets Tab
- Family Pictures: Large, laminated family picture in Beginning Basket
- Additional picture: Use Side by Side Picture Cards
- Magnets
- Foam blocks, singles and tens blocks
- Number flashcards (see Beginning Basket)

Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:

- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Short E Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Warm up: Sing or say the alphabet.
  - Pass out “ELL” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **WELL** is first. Write on the board:
    - ELL
      - Point to the ELL in the middle of the picture grid. Pronounce “ELL”. Students listen and repeat. Write on the board:
        - W
      - Ask for the sound. Students say sound, or they listen and repeat.
      - Write WELL on the board.
      - First sound out WE, and then blend the three sounds: W-E-LL.
      - Students listen and repeat.
      - Students point to the picture of the fan as they pronounce it.
      - Pass out “WELL” card that goes onto the grid and tell students to cover the picture of the fan with the word.
      - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  Additional Activities:
  - Have students practice reading words with a partner.
  - Say a word and have students hold up the card for that word.
  - Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards).

- **Family Vocabulary (30-45min)**
  - Set the context. Show one picture with a family. Say “family”. Elicit more words from students to see if they know any of the target vocabulary: mother, father, wife, husband, son, daughter, children.
  - Dialogue: Ron and Sam.
    - R: Do you have brothers or sisters?
S: Yes, I do.
R: How many?
S: I have one brother and two sisters.

o Repeat the dialogue. Then turn to most advanced student and practice the dialogue with them. Move around the room until each student has practiced the dialogue with you. Make it fun, fast, and energetic.

o **Vocab:** Hold up a picture (husband/wife) and point to the adult man and woman and say “husband” and “wife” several times.
  - “Who is this? He’s the husband.”
  - “Who is this? She’s the wife.”

o Model answer first, then ask students “Who is this?” when pointing to a family picture. Do for all the family pictures. Make it fast, energetic, repetitive.

- **Writing Practice:** Pass out “I live with my...” Worksheet (see **Worksheets Tab**)
  - On the board, write “Yes.” Ask students to find “Yes” on the page. Do the same for “No.”
  - Ask them to find “mother.” Show a picture and say “mother.” Then ask for students to find “mother” in the worksheet. Read through #1 together. Help students answer “yes” or “no.”
    - Take time to explain “live with”. Draw a house on the board and say, I live with my husband. I don’t live with my mother. I don’t live with my father.
    - Ask the most advanced student: “Who do you live with?”
  - After #1, ask students to find “father” and answer #2. Finish worksheet in this way. Have students rewrite a sentence on the lines (you might need to write a sentence on the board for them to copy).

- **Numbers (15min)**
  - **Practicing numbers 10, 20, 30, 40, 50, 60, 70, 80, 90.** Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam “tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together. Take several and demonstrate 10, 20, 30.
  - **Do one number at a time, slowly, and use lots of repetition.** Write “10” on the board, say “10”, point to the “10” on the board, and hold up the “tens” block. Erase and replace with “20” on the board. Say “20”, point to the “20” on the board, and hold up two “tens” blocks.
  - **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.
  - **Ask each student:** How many children do you have? After you’ve practiced with each student, have students practice the dialogue with a partner:
    - Do you have children?
    - Yes /No
    - How many?
    - I have 3 children.
• **Wrap-Up (5-10min): Memory Game.** Using magnets, attach text flashcards and family pictures face down to the board. Make sure they’re mixed up.
  o Ask a student to come up and turn over two cards. They should show the class. Describe each. That student sits down and the next student comes up. Students should try to find pairs with the help of classmates.
    • **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the student up front.
    • **To teach directions, have students stand up.** Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.
Lesson 27

Objectives:
Students will...

- Practice phonics and decoding words (short “E” sound)
- Review family vocabulary
- Study a text about family

Materials (Week 7 in Worksheets Tab):

- Class sets of “ED” and “ELL” Picture Grid with “ED” and “ELL” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Lora’s Family Text (see Worksheets Tab). Ignore backside.
- Family Pictures: Worksheets Tab
- Family Pictures: Large, laminated family picture in Beginning Basket
- “Male or Female?” Worksheet, (see Worksheets Tab)
- Additional picture: Use Side by Side Picture Cards

Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:

- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- Phonics: Review Short E and Word Families “ED” and “ELL” (30 min)
  You will review words ending in “ED” and “ELL” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  o Pass out “ED” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. BED is first. Write on the board:
    ED
    o Point to the ED in the middle of the picture grid. Pronounce “ED”. Students listen and repeat. Erase and write on the board:
      B
    o Ask for the sound. Students say sound, or they listen and repeat.
    o Write BED on the board. First sound out BE, and then blend the three sounds: B-E-D.
      ▪ Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
      ▪ Students point to the picture as they pronounce it.
  o Pass out “BED” cards to go onto the grid and tell students to cover the picture with the word.
  o Repeat above with the rest of the words (this is review for students, so you can go quickly).
  o Now compare “ED” words to “ELL” words. Write
    ED
    ELL
    o Pronounce these two word parts until students can hear the difference. Pass out “ELL” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

- Family Vocabulary (15 min)
  o Set the context. Show one picture with a family. Say “family”. Elicit more words from students to see if they know any of the target vocabulary: mother, father, wife, husband, son, daughter, children.
  o Today add: grandmother, grandfather.
  o Pass out “Male or Female?”.
  o Have students gather around you and watch. Have the pile of family pictures close by. Point to “mother” in word bank. Students repeat and hold up picture of “mother.” Point to the female symbol and say “female” and then point to “mother” written on the line. Have students watch you complete worksheet in this way, using the pictures, having them listen and repeat, and watch you cross out each word in the word bank after you write it on the line.
- Pair students if needed. Have students complete worksheet. You can draw the worksheet on the board and do it with them.

- **Reading a Text about Family (30 min):**
  - Pass out Lora’s Family. Point to Lora (the mother) and say, Her name is Lora. (Class can listen and repeat)
    - Point to the man and say, This is Lora’s husband. Husband. This is Lora’s husband.
    - Go through the other pictures and repeat all the terms: wife, husband, mother, father, son, daughter. Check for comprehension by asking for a term and waiting for students to point at their pictures.
  - Reading as a class:
    - First, ask students to find all the numbers. Go through each number together.
    - Find #1. Ask students to find the word “family”. Write “family” on the board. Point to the picture of Lora’s family.
    - Read through #1 and have students listen and repeat.
    - Find #2. Read #2 and repeat the word “married.” Show students picture of husband and wife. Say “married” again.
    - Do the same through #7. Tell students they will finish the story tomorrow.

- **Wrap-Up (15min): Cloze Game.** On the board, write all family vocabulary (use magnets to pin pictures next to the words). Write in very large letters. First go through each word and have students write each word.
  - Erase one or two letters from each word.
  - Have students take turns coming up and writing in the correct letter. Encourage students to help each other and to consult their own written words to find the correct letter.
Lesson 28

Objectives:
Students will...
- Practice phonics and decoding words (short “E” sound)
- Study a text about family
- Go to computer lab and review and practice phonics

Materials (Week 7 in Worksheets Tab):
- Class sets of “ED” and “ELL” Picture Grid with “ED” and “ELL” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Family Pictures: Worksheets Tab
- Family Pictures: Large, laminated family picture in Beginning Basket
- Lora’s Family Text (see Worksheets Tab) – print backside separately.
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy "Monday" into their notebooks for the extent of the calendar question.

- Phonics: Review Short E and Word Families “ED” and “ELL” (15 min)
  You will review words ending in “ED” and “ELL” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “ED” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. BED is first. Write on the board:
    - ED
  - Point to the ED in the middle of the picture grid. Pronounce “ED”. Students listen and repeat. Erase and write on the board:
    - B
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write BED on the board. First sound out BE, and then blend the three sounds: B-E-D.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out “BED” cards to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “ED” words to “ELL” words. Write ED ELL
  - Pronounce these two word parts until students can hear the difference. Pass out “ELL” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

- Family Vocabulary (15min)
  - Set the context. Show one picture with a family. Say “family”. Elicit more words from students to see if they know any of the target vocabulary: mother, father, wife, husband, son, daughter, children, grandmother, grandfather.

- Reading a Text about Family (30 min):
  - Pass out Lora’s Family. Point to Lora (the mother) and say,
    - Her name is Lora. (Class can listen and repeat)
    - Point to the man and say,
      - This is Lora’s husband. Husband. This is Lora’s husband.
    - Go through the other pictures and repeat all the terms: wife, husband, mother, father, son, daughter. Check for comprehension by asking for a term and waiting for students to point at their pictures.
Reading as a class (they studied #1-7 in previous lesson).
  - First, ask students to find all the numbers. Go through each number together.
  - Find #1. Ask students to find the word “family”. Write “family” on the board. Point to the picture of Lora’s family.
  - Read through #1 and have students listen and repeat.
  - Find #2. Read #2 and repeat the word “married.” Show students picture of husband and wife. Say “married” again.
  - Do the same for the entire story.
  - Work through comprehension questions orally as a class.

• **Computer Lab (last 30min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
  - Ask staff for **splitter cords** (so that two students can share a computer and use headphones).
  - To set up computers, open Internet and go to google.com.
  - Search 4-Step Phonics Youtube, and click on Beginning.
  - Pause on **Lesson 7 (Mm, Nn)**. (After students are seated you will press Play).
  - Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
  - Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).

• On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.

• Return splitter cords to ELC office before you leave.
Lesson 29

Objectives:
Students will...
- Practice phonics and decoding words (short “E” sound)
- Practice a dialogue about their home
- Review how to say their address
- Be introduced to home vocabulary
- Learn to count numbers 20-30

Materials (Week 8 in Worksheets Tab):
- Class sets of “EN” Picture Grid with “EN” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of Sam and Kara (see Worksheets Tab)
- Student Addresses – Ask ELC staff. (Students may not have all the correct information with them).
- Pictures of House, Apartment, Duplex (see Worksheets Tab)
- Bathroom, kitchen, living room, bedroom (see Side by Side Picture Cards)
- Flashcards with vocabulary text (write in large clear letters on index cards or half pieces of paper).
- Magnets
- Foam cubes, ones and tens.
- Number flashcards (see Beginning Basket)

• Calendar Question Warm-Up (15min)

  Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  o Learn to copy question into book (this improves print awareness)
  o Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  o Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the
question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.

- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Short E and Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “EN” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. HEN is first. Write on the board:
    - **EN**
  - Point to the EN in the middle of the picture grid. Pronounce “EN”. Students listen and repeat. Write on the board:
    - **N**
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write HEN on the board.
  - First sound out HE, and then blend the three sounds: H-E-N.
  - Students listen and repeat.
  - Students point to the picture as they pronounce it.
  - Pass out “HEN” card that goes onto the grid and tell students to cover the picture with the word.
  - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

**Additional Activities:**
- Have students practice reading words with a partners
- Say a word and have students hold up the card for that word
- Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

- **Dialogue about address (15 min).** Use pictures of Ron and Sam to act out the following dialogue.
  
  R: Where do you live?
  S: Minneapolis.
R: What’s your address?
S: 123 Chicago Ave, Apt. 3

- Repeat the dialogue two or three more times. Then ask the class as a whole, “Where do you live?” Write answers on the board. Have students take out any papers that might have their address on them so you can help them say their address.
- Turn to most advanced student and practice the dialogue with them. Move around the room until each student has practiced the dialogue with you. Make it fun, fast, and energetic.
- **Writing:** Ask students to write their address on a piece of paper, or copy from the address you give them. If they would like to, ask them to practice reading their address to the class.

**Vocabulary for Home Introduction (30min)**
- **Set the context:** Show a picture of a house, apartment, or duplex. Ask, what is this? For each picture.
- **Vocab:** Hold up a picture #1 (apartment) and #2 (house) and #3 (duplex).
  - Show a picture, say the word, and repeat.
  - Ask students which one they live in. Give them a chance to practice answering with “I live in apartment/duplex/house.”
- **Writing Practice:** Show pictures for HOUSE. Ask students for the first letter. Writer “h” on the board. Practice /h/ sound. Write the whole word: HOUSE.
- Ask students to spell the word. Point to “h” and say /h/ sound again. Point to “ou” and pronounce /ou/ sound. Have students listen and repeat several times as you break apart these words.
  - H –OU–SE
- Do the same for another word. Don’t explain too much, just let students listen and repeat.
- Do the same for apartment and duplex.
- **House Vocab:** Hold up a picture of bedroom. Ask, “What is this?”
  - Show the picture, say the word, and repeat.
  - Repeat for living room, bathroom, and kitchen.
- **Writing Practice:** repeat above instructions for writing.
- Use flashcards with vocab text to quiz students. Show a flashcard and ask for the beginning sound. Then ask for the vocab word. Use pictures as needed.

**Numbers (15min)**
- **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.
- **Practicing numbers 20-30.** Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam “tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together. Write “10” on the board, say “10”, point to the “10” on the board, and hold up the “tens” block. Erase and replace with “20” on the
board. Say “20”, point to the “20” on the board, and hold up two “tens” blocks. Take several and demonstrate 10, 20, 30. Then demonstrate 20, 21, 22 etc.. Do one number at a time, slowly, and use lots of repetition.

- **Numbers 20-30:** Teach students to use their hands with numbers. For instance, whenever they 30, 40, 50, etc., have them push their hands out on the first syllable: **TWEN** (hands out) ty (hand retract back in quickly)

- And now:
  - Twenty-**ONE** (hands out and back in)
  - Twenty-**TWO** (hands out and back in)
  - **Etc.**

- Write a number between 20 and 30 on the board. Ask a student to say this number using the hand gestures. Keep quizzing different students.

- **Wrap-Up (5min): Charades.** Pantomime an activity that takes place in the bedroom, kitchen, living room, or bathroom. Let students guess which room. Hold up the correct picture and word for the room. Have students then take turns pantomiming an activity in a room.
Lesson 30

Objectives:
Students will...

- Practice phonics and decoding words (short “E” sound)
- Practice a dialogue about their home
- Review how to say their address
- Review and learn new home vocabulary
- Learn to count numbers 40-50

Materials (Week 8 in Worksheets Tab):

- Class sets of “EST” Picture Grid with “EST” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of Sam and Ron (see Worksheets Tab)
- Pictures of House, Apartment, Duplex (see Worksheets Tab)
- Bathroom, kitchen, living room, bedroom (see Side by Side Picture Cards)
- Sofa, tub, table, TV (see Side by Side Picture Cards)
- Flashcards with vocabulary text (write in large clear letters on index cards or half pieces of paper).
- Magnets
- Foam cubes, ones and tens.
- Number flashcards (see Beginning Basket)

- Calendar Question Warm-Up (15 min)

  Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  - Learn to copy question into book (this improves print awareness)
  - Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  - Spell all the words and sound out 2-3 words.

*Tips:

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• **Alphabet & Sound Warm-Up (5 min):**
  - Sing through alphabet together
  - Say a letter, students write the letter

• **Phonics: Short E Word Families (30 min)**
  - In this activity, you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “EST” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **NEST** is first. Write on the board:
    - **EST**
    - Point to the **EST** in the middle of the picture grid. Pronounce “**EST**”. Students listen and repeat. Write on the board: **N**
    - Ask for the sound. Students say sound, or they listen and repeat.
    - Write **NEST** on the board.
    - First sound out **NE**, and then blend the three sounds: **N-E-ST**.
    - Students listen and repeat.
    - Students point to the picture of the fan as they pronounce it.
    - Pass out “**NEST**” card that goes onto the grid and tell students to cover the picture of the fan with the word.
    - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  Additional Activities:
  - Have students practice reading words with a partners
  - Say a word and have students hold up the card for that word
  - Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peek at their cards)

• **Vocabulary for Home (45 min)**
  - Set the context. Review from yesterday: Show a picture of #1 (apartment) and #2 (house) and #3 (duplex). Ask, “What is this?” for each picture.
• Vocab: Hold up picture #1 (apartment) and #2 (house) and #3 (duplex).
  • Show a picture, say the word, and repeat.
  • Ask students which one they live in. Give them a chance to practice answering with “I live in apartment/duplex/house.”
• Do the same for another word. Encourage lots of repetition.
• Introduce text. Show #1 and ask students for the first and last letter. Then write “apartment” on the board. Do the same for house and duplex. Then quiz students with the three flashcards.
• Repeat above with pictures for bedroom, kitchen, living room, and bathroom.
• House items: Hold up a picture of kitchen. Ask students, “What is in the kitchen?” Do the same for the other rooms. On the board, one at a time (erase before doing the next one):
  - fridge
  - sofa
  - tub
  - bed
• Show a picture for each word and point to the word on the board. Students listen and repeat.
• Writing Practice: Show pictures for fridge. Ask students for the first letter. Write “f” on the board. Practice /f/ sound. Write the whole word: FRIDGE.
• Ask students to spell the word. Point to “f” and say /f/ sound again. Point to “fri” and pronounce /fri/ sound. Have students listen and repeat several times as you break apart these words. Have students write the word. Repeat with all four words: fridge, sofa, tub, bed.
• Hand out pictures to half the students and pass out text flashcards to the other half. Call out a word and have students find their matching picture or text card.

• Numbers (15min)
  • Review 0-9. Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.
  • Practicing numbers 30-40. Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam “tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together. Write “10” on the board, say “10”, point to the “10” on the board, and hold up the “tens” block. Erase and replace with “20” on the board. Say “20”, point to the “20” on the board, and hold up two “tens” blocks. Take several and demonstrate 10, 20, 30. Then demonstrate 30, 31, 32 etc.. Do one number at a time, slowly, and use lots of repetition.
  • With Hand Signals: Teach students to use hands with numbers. For instance, whenever they 30, 40, 50, etc., have them push their hands out on the first syllable:
    - THIR- (hands out) ty (hand retract back in quickly)
  • And with the rest:
    - Thirty-ONE (hands out and back in)
• **Wrap-Up (5-10min): Matching.** Using magnets, attach pictures in a column along left side of board. Write terms on the right side but not in order. Point to the first picture and ask, “What is this?” Students can answer and help you find it on the board. Draw a line to match the picture and the term.
  - Ask students to come up and do the same.
Lesson 31

Objectives:
Students will...
- Practice phonics and decoding words (short “E” sound)
- Review housing vocabulary
- Write a student-generated text

Materials (Week 8 in Worksheets Tab):
- Class sets of “EN” and “EST” Picture Grid with “EN” and “EST” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of House, Apartment, Duplex (see Worksheets Tab)
- Bathroom, kitchen, living room, bedroom (see Side by Side Picture Cards)
- Sofa, tub, table, TV (see Side by Side Picture Cards)
- Flashcards with vocabulary text (write in large clear letters on index cards or half pieces of paper).

Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many
students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Review Short E and Word Families “EN” and “EST” (30 min)**
  You will review words ending in “EN” and “EST” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “EN” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. HEN is first. Write on the board:
    - **EN**
  - Point to the **EN** in the middle of the picture grid. Pronounce “**EN**”. Students listen and repeat. Erase and write on the board:
    - **H**
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write **HEN** on the board. First sound out **HE**, and then blend the three sounds: **H-E-N**.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out “**HEN**” cards to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “**EN**” words to “**EST**” words. Write
    - **EN**
    - **EST**
  - Pronounce these two word parts until students can hear the difference. Pass out “**EN**” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

- **Writing a Student-Generated Text (45 min): Housing**
  - You will assist students in writing a short text about today’s topic. First, use pictures or experiences to review and teach target language.
  - Review Vocab: Hold up picture for apartment, house, duplex; then kitchen, bathroom, bedroom, living room; then sofa, bed, tub, fridge.
    - Show a picture, say the word, and repeat.
    - Ask students: where is the tub? Fridge? Bed? Sofa?
    - Always use pictures when speaking.
    - Check student comprehension by passing pictures out and calling out an item. Student with that item should raise their picture. Have everyone say the item (“table”) and then move on to the next.
  - **Prompting Students:** Ask students: what is in your home? Listen to students and write down simple but complete sentences. Keep it short: 4-5 sentences. For instance, they might say, “table” or “TV”, and you can write simple sentences such as:
    - There is a table in the kitchen.
There is a TV in the living room.

- Repetition is good. Keep stories to 6-7 sentences. Have fun! Sometimes it’s hard to predict exactly what the text will look like.
- Write the story on the board in large, clear letters. Then use the following activities to work with the text:
  - Read each word and have students listen and repeat.
  - Ask a student (or students) to come up and circle the words or letters that you say. Other students can help out their classmates in this activity.
  - Have students copy the story down on a piece of paper.
  - (see next lesson for even more activity ideas)
- At the end of class, be sure to record this story on a piece of paper and leave it in the binder for tomorrow’s teacher.

- **Wrap-Up (15min): Cloze Game.** On the board, write 5-6 of housing vocabulary (use magnets to pin pictures next to the words) in very large letters. Go through each word and have students write each word.
  - Erase one or two letters from each word.
  - Have students take turns coming up and writing in the correct letter. Encourage students to help each other and to consult their own written words to find the correct letter.
Lesson 32

Objectives:
Students will...

- Practice phonics and decoding words (short “E” sound)
- Study a student-generated text
- Practice answering a test prep question
- Go to computer lab and review and practice phonics

Materials (Week 8 in Worksheets Tab):
- Class sets of “EN” and “EST” Picture Grid with “EN” and “EST” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Test Prep Question (see Worksheets Tab) – Make student copies.
- Pictures of House, Apartment, Duplex (see Worksheets Tab)
- Bathroom, kitchen, living room, bedroom (see Side by Side Picture Cards)
- Sofa, tub, table, TV (see Side by Side Picture Cards)
- Flashcards with vocabulary text (write in large clear letters on index cards or half pieces of paper).
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• **Phonics: Review Short E and Word Families “EN” and “EST” (15 min)**
  You will review words ending in “EN” and “EST” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “EN” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. HEN is first. Write on the board:
    - EN
  - Point to the EN in the middle of the picture grid. Pronounce “EN”. Students listen and repeat. Erase and write on the board:
    - H
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write HEN on the board. First sound out HE, and then blend the three sounds: H-E-N.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out “HEN” cards to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “EN” words to “EST” words. Write
    - EN
    - EST
  - Pronounce these two word parts until students can hear the difference. Pass out “EN” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

• **Test Prep (15 min)**: Have students gather around you as you show them how to do the test prep question. Say out loud each answer and have students repeat. Then have students sit and answer the question on their own.

• **Reading a Student-Generated Text (30 min): Housing**
  - Students created a story in class yesterday. Before reading the story, review target vocabulary.
  - Write the story on the board, numbering each line.
Have students write the story on a piece of paper.
Call out each number and have students locate the line on their paper.
Read and point to each word and have student listen and repeat each word as you go through the text.
Use pictures generously and check comprehension by pointing at a word and showing several pictures (which is it?).

**Additional Activities:**
- Say a word and ask students to circle that word.
- Say a letter and ask students to circle all of that letter.
- Take out a word (i.e., school) and do a quick phonics lesson by targeting one sound of the word and practicing that sound in isolation and in other words:
  - School/fool/coo/woo/zoo
- Sightword Practice: Quiz students with flashcards on the most common words (and repeated) in the text, such as prepositions, “the”, etc., so that they can learn to recognize words quicker.
- Have students match words with pictures or definitions
- Delete every nth word (4th, 5th, 6th, etc.) To create a cloze exercise; have the students fill in the blanks either looking at the text or not if more advanced
- Dictate the story for learners to write (you can also dictate using a semi-blanked out text)
- Write the sentences in scrambled order and have students rewrite them, restoring the correct sequence

**Computer Lab (last 30min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
- Ask staff for **splitter cords** (so that two students can share a computer and use headphones).
- To set up computers, open Internet and go to google.com.
- Search 4-Step Phonics Youtube, and click on Beginning.
- Pause on **Lesson 8 (Oo, Pp)** (After students are seated you will press Play).
- Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
- Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).
- On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.
- Return splitter cords to ELC office before you leave.

**Lesson 33**
Objectives:
Students will...
- Practice phonics and decoding words (short “I” sound)
- Learn how to express themselves using new vocabulary
- Practice reading, writing, and speaking new vocabulary
- Practice counting 50-60.

Materials (Week 9 in Worksheets Tab):
- Class sets of “ILL” Picture Grid with “ILL” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of Sam and Kara (see Worksheets Tab)
- One set of numbered “Hands Up” cards (4 cards) (see Worksheets Tab)
- Emotions Pictures 1-5 (see Worksheets Tab)
- Magnets
- Foam cubes, ones and tens.
- Number flashcards (see Beginning Basket)
- Flyswatters

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Emotions Warm-Up (15min)
- Introduction to Emotions Vocabulary (30min)
- Numbers Practice (15min)
- Wrap-Up (if there’s extra time)

Calendar Question Warm-Up (15min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
• Make sure **to model question and answer** with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.

• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

**Note:** Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

**Phonics: Short I and Word Families (30 min)**

- In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
- Pass out “**ILL**” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **HILL** is first. Write on the board:
  - **ILL**

  - Point to the **ILL** in the middle of the picture grid. Pronounce “**ILL**”. Students listen and repeat. Write on the board:
    - **H**

  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write **HILL** on the board.
  - First sound out **H-I (short i)**, and then blend the three sounds: **H-I-LL**.
  - Students listen and repeat.
  - Students point to the picture as they pronounce it.
  - Pass out “**HILL**” card that goes onto the grid and tell students to cover the picture with the word.
  - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

**Additional Activities:**

- Have students practice reading words with a partners
- Say a word and have students hold up the card for that word
- Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peak at their cards)

• **Emotions Warm-Up (15min)**
Step 1: Write on the board: How are you today? Practice the question several times with the class. Hold up card number 1. Gesture for learners to ask you the question. Respond, I’m very good! I’m happy. I am not sick. Put one finger high in the air to show that you are a number 1 today. Hold up card number 2. Gesture for learners to ask you the question. Respond, I’m okay. Not bad. Just okay. Put two fingers high in the air to show that you are a number 2 today. Continue... Card 3: I’m a little sad. I’m a little sick. I’m a little tired. Card 4: I’m very sad. I’m very sick. I’m very tired.

Step 2: Students Rate Themselves:
Tape all four pictures on the board/wall. Ask How are you today? Prompt learners to respond by showing their number with their fingers. Eventually, you’ll be able to have them all hold up their fingers at once.

Step 3: Follow-Up
Ask learners to tell you about their answers to the extent that they are able. Ask questions like, you are a 3? Why? Did you sleep? Are you sick? Are you tired? Are you sad? Are you happy? What did you do yesterday?
These questions can sometimes yield surprising answers that may give you insight into a learner’s performance in the classroom.

Introduction to Emotions Vocabulary (30min)
Using Sam and Kara, perform the following dialogue:
K: How are you today, Sam?
S: I’m happy.

Encourage students to listen and repeat as you do this dialogue again, using different emotions. Emotions are:

1. Happy; 2. Sad; 3. Excited; 4. Hot; 5. Cold

Now go through each word. Show “happy” picture and say “happy”. Students listen and repeat. Continue with the other words and review as you add in the new ones.

Quiz students by showing a picture and waiting for them to say the emotion.

Student Dialogue: Now ask students, “How are you?” Model first “I am ____.” Go around quickly to each student and ask, “How are you?” Show a picture of an emotion as a prompt. Student responds, “I am ____.”

Writing Practice: Show a picture (“happy”), review how to say “happy”, and then write the word on the board one part at a time, sounding out as you write: H – A – PP – Y. Have students practice writing in their notebook. Do the same for each word.

Additional Activities:
- Pass out pictures to pairs of students. Say an emotion and wait for students to show the class. Everyone says emotion together. Repeat with other emotions.
- Matching: Write words in vertical column on left side of board. Attach pictures in column to right side of board (make sure they don’t correspond). Model by first doing #1 and drawing a line from the word to the picture. Then have volunteers come up and do the rest.
• **Numbers (15min)**
  o **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.
  o **Practicing numbers 50-60.** Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam “tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together. Write “10” on the board, say “10”, point to the “10” on the board, and hold up the “tens” block. Erase and replace with “20” on the board. Say “20”, point to the “20” on the board, and hold up two “tens” blocks. Take several and demonstrate 10, 20, 30. Then demonstrate 20, 21, 22 etc.. Do one number at a time, slowly, and use lots of repetition.
  o **Numbers 50-60:** Teach students to use their hands with numbers. For instance, whenever they 30, 40, 50, etc., have them push their hands out on the first syllable:  
    - **FIF-** *(hands out) ty (hand retract back in quickly)*
  o And now:
    - **Fifty-ONE** *(hands out and back in)*
    - **Fifty-TWO** *(hands out and back in)*
    - Etc.
  o Write a number between 20 and 30 on the board. Ask a student to say this number using the hand gestures. Keep quizzing different students.
  o **Flyswatting Game:** Write a variety of numbers up to 60 on the board. Have students take turns coming up to the board. You or student call out one of the numbers.

• **Wrap-Up (5min): Charades.** First **model** activity: have student volunteer come up front. Show a picture of an emotion (scared) to just the class, but not the student volunteer. Now act out the emotion. Student says “scared”. Now switch and have student pick out a picture and show the class (not you) and then student acts it out. You say emotion. **With Partners:** Have students form pairs. Go around and show picture to only one student. That student acts out emotion and other student guesses. When everyone has had a chance to guess, write the emotion on the board. Point to the word and have students read and repeat it with you.
Objectives:
Students will...
- Practice phonics and decoding words (short “I” sound)
- Learn how to express themselves using new vocabulary
- Practice reading, writing, and speaking new vocabulary
- Practice counting 60-70.

Materials (Week 9 in Worksheets Tab):
- Class sets of “IT” Picture Grid with “IT” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of Sam and Kara (see Worksheets Tab)
- One set of numbered “Hands Up” cards (4 cards) (see Worksheets Tab)
- Emotions Pictures 1-10 (see Worksheets Tab)
- Magnets
- Foam cubes, ones and tens.
- Number flashcards (see Beginning Basket)
- Flyswatters

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Emotions Warm-Up (15min)
- Emotions Vocabulary Activity (30min)
- Numbers Practice (15min)
- Wrap-Up (if there’s extra time)

- Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  - Learn to copy question into book (this improves print awareness)
  - Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  - Spell all the words and sound out 2-3 words.

*Tips:
  - Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
• Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• Alphabet & Sound Warm-Up (5 min):
  o Sing through alphabet together
  o Say a letter, students write the letter
• Phonics: Short I Word Families (30 min)
  o In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  o Pass out “IT” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. SIT is first. Write on the board:
    IT
  o Point to the IT in the middle of the picture grid. Pronounce “IT”. Students listen and repeat. Write on the board:
    S
  o Ask for the sound. Students say sound, or they listen and repeat.
  o Write SIT on the board.
  o First sound out SI, and then blend the three sounds: S-I-T.
  o Students listen and repeat.
  o Students point to the picture of the fan as they pronounce it.
  o Pass out “SIT” card that goes onto the grid and tell students to cover the picture of the fan with the word.
  o Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  Additional Activities:
  o Have students practice reading words with a partners
  o Say a word and have students hold up the card for that word
  o Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peak at their cards)
• **Emotions Warm-Up (15min)**
  o **Step 1:** Write on the board: How are you today? Practice the question several times with the class. Hold up **card number 1.** Gesture for learners to ask you the question. Respond, *I’m very good! I’m happy. I am not sick.* Put one finger high in the air to show that you are a number 1 today. Hold up **card number 2.** Gesture for learners to ask you the question. Respond, *I’m okay. Not bad. Just okay.* Put two fingers high in the air to show that you are a number 2 today. Continue... **Card 3:** I’m a little sad. I’m a little sick. I’m a little tired. **Card 4:** I’m very sad. I’m very sick. I’m very tired.
  o **Step 2:** Students Rate Themselves:
  o Tape all four pictures on the board/wall. Ask How are you today? Prompt learners to respond by showing their number with their fingers. Eventually, you’ll be able to have them all hold up their fingers at once.
  o **Step 3:** Follow-Up
  o Ask learners to tell you about their answers to the extent that they are able. Ask questions like, you are a 3? Why? Did you sleep? Are you sick? Are you tired? Are you sad? Are you happy? What did you do yesterday?
  o These questions can sometimes yield surprising answers that may give you insight into a learner’s performance in the classroom.

• **Emotions Vocabulary Activity (30min)**
  o Using Sam and Kara, perform the following dialogue:
    K: How are you today, Sam?
    S: I’m happy.
  o Encourage students to listen and repeat as you do this dialogue again, using different emotions. Emotions are:
    1. Happy; 2. Sad; 3. Excited; 4. Hot; 5. Cold
  o Now go through each word, starting with **#6-10** (1-5 taught in previous lesson). Show “happy” picture and say “happy”. Students listen and repeat. Continue with the other words and review as you add in the new ones.
  o Quiz students by showing a picture and waiting for them to say the emotion.
  o **Student Dialogue:** Now ask students, “How are you?” Model first “I am ____.” Go around quickly to each student and ask, “How are you?”. Show a picture of an emotion as a prompt. Student responds, “I am ____.”
  o **Writing Practice:** Show a picture (“happy”), review how to say “happy”, and then write the word on the board one part at a time, sounding out as you write: H – A – PP – Y. Have students practice writing in their notebook. Do the same for each word.
  o **Additional Activities:**
    - Pass out pictures to pairs of students. Say an emotion and wait for students to show the class. Everyone says emotion together. Repeat with other emotions.
• **Cloze Practice:** Write vocabulary words on the board but with missing letters (try all the same missing letter at first). For instance:
  1. H_pp
  2. S__d
  3. Sc__ared
  4. __ngry

Have students look at their notes and find the missing letter. Have a volunteer come up to the board and fill in the missing letter.

*Encourage students to identify the numbers correctly. If you say #2, point to it on the board. Have a student point to it as well, so you know that they are understanding the numbering system. This helps students prepare for worksheets and tests.*

- **Numbers (15min)**
  - **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.
  - **Practicing numbers 60-70.** Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam “tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together. Write “10” on the board, say “10”, point to the “10” on the board, and hold up the “tens” block. Erase and replace with “20” on the board. Say “20”, point to the “20” on the board, and hold up two “tens” blocks. Take several and demonstrate 10, 20, 30. Then demonstrate 30, 31, 32 etc. Do one number at a time, slowly, and use lots of repetition.
  - **With Hand Signals:** Teach students to use hands with numbers. For instance, whenever they 30, 40, 50, etc., have them push their hands out on the first syllable:

    **SIX** - (hands out) **ty** (hand retract back in quickly)

  - And with the rest:

    sixty-**ONE** (hands out and back in)

- **Wrap-Up (5-10min):** Matching: Write words in vertical column on left side of board. Attach pictures in column to right side of board (make sure they don’t correspond). Model by first doing #1 and drawing a line from the word to the picture. Then have volunteers come up and do the rest. *Again, encourage students to identify the numbers correctly. For instance, before matching terms to pictures, ask, what word is #1? #4? This helps prepare students for tests and worksheets.*
Students will...
- Practice phonics and decoding words (short “E” sound)
- Review emotions vocabulary
- Write a student-generated text

Materials (Week 9 in Worksheets Tab):
- Class sets of “ILL” and “IT” Picture Grid with “ILL” and “IT” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Emotions Pictures 1-10 (see Worksheets Tab)
- Story Prompt Pictures (see Worksheets Tab)
- Magnets

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Write a Student-Generated Text (45min)
- Wrap-Up (15min)

• Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  o Learn to copy question into book (this improves print awareness)
  o Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  o Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).
**Note:** Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student holds writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Review Short E and Word Families “ILL” and “IT” (30 min)**
  You will review words ending in “ILL” and “IT” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “IT” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. SIT is first. Write on the board:
    - IT
  - Point to the IT in the middle of the picture grid. Pronounce “IT”. Students listen and repeat. Erase and write on the board:
    - S
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write SIT on the board. First sound out S-I, and then blend the three sounds: S-I-T.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out “IT” cards to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “IT” words to “ILL” words. Write IT ILL
  - Pronounce these two word parts until students can hear the difference. Pass out “ILL” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

- **Writing a Student-Generated Text (45 min): Emotions**
  - You will assist students in writing a short text about today’s topic. First, use pictures or experiences to review and teach target language.
  - **Review Vocab:** Using Sam and Kara, perform the following dialogue:
    - K: How are you today, Sam?
    - S: I’m happy.
  - Encourage students to listen and repeat as you do this dialogue again, using different emotions. Emotions are:
    1. Happy; 2. Sad; 3. Excited; 4. Hot; 5. Cold
Now go through each word, starting with **#6-10** (1-5 taught in previous lesson). Show “happy” picture and say “happy”. Students listen and repeat. Continue with the other words and review as you add in the new ones.

Quiz students by showing a picture and waiting for them to say the emotion.

**Prompting Students**: Using pictures of Kara, prompt students into generating a student text. Use the **Story Prompt Pictures** to help them come up with a narrative. Help them by asking “why” as they talk about Kara. For instance, if someone says *Kara is happy*, ask them why.

Repetition is good. Keep stories to 6-7 sentences. Have fun! Sometimes it’s hard to predict exactly what the text will look like.

Write the story on the board in large, clear letters. Then use the following activities to work with the text:
- Read each word and have students listen and repeat.
- Ask a student (or students) to come up and circle the words or letters that you say. Other students can help out their classmates in this activity.
- Have students copy the story down on a piece of paper.
- (see next lesson for even more activity ideas)

At the end of class, be sure to **record this story** on a piece of paper and leave it in the binder for tomorrow’s teacher.

**Wrap-Up (15min): Cloze Game.** On the board, write 5-6 of emotions vocabulary (use magnets to pin pictures next to the words) in very large letters. Go through each word and have students write each word.
- Erase one or two letters from each word.
- Have students take turns coming up and writing in the correct letter. Encourage students to help each other and to consult their own written words to find the correct letter.

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**Lesson 36**
Objectives:
Students will...
- Practice phonics and decoding words (short “I” sound)
- Study a student-generated text
- Practice answering a test prep question
- Go to computer lab and review and practice phonics

Materials (Week 9 in Worksheets Tab):
- Class sets of “ILL” and “IT” Picture Grid with “ILL” and “IT” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Test Prep Question (see Worksheets Tab) – make copies for the whole class.
- Emotions Pictures 1-10 (see Worksheets Tab)
- Story Prompt Pictures (see Worksheets Tab)
- Magnets
- Student Generated Text (created in previous class) – Have one copy ready to copy onto the board.
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (15min)
- Test Prep (15min)
- Reading Student-Generated Text (30min)
- Computer Lab (30min)

• Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
  - Learn to copy question into book (this improves print awareness)
  - Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
  - Spell all the words and sound out 2-3 words.

*Tips:
• Go through day, date, month, and year. Give students a chance to each practice saying the date and year.

• Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.

• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• Phonics: Review Short E and Word Families “ILL” and “IT” (15 min)
  You will review words ending in “ILL” and “IT” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  o Pass out “ILL” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. HILL is first. Write on the board:
    ILL
  o Point to the ILL in the middle of the picture grid. Pronounce “ILL”. Students listen and repeat. Erase and write on the board:
    H
  o Ask for the sound. Students say sound, or they listen and repeat.
  o Write HILL on the board. First sound out HI, and then blend the three sounds: H-I-LL.
    ▪ Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    ▪ Students point to the picture as they pronounce it.
  o Pass out “ILL” cards to go onto the grid and tell students to cover the picture with the word.
  o Repeat above with the rest of the words (this is review for students, so you can go quickly).
  o Now compare “ILL” words to “IT” words. Write
    ILL       IT
  o Pronounce these two word parts until students can hear the difference. Pass out “IT” cards. Review these words and then say a word, for instance, “HILL” and have students work in pairs to find and hold up the correct word.
• **Test Prep (15min):** Have students gather around you as you show them how to do the test prep question. Say out loud each answer and have students repeat. Then have students sit and answer the question on their own.

• **Reading Text (30 min):**
  - Students created a story in class yesterday. Before reading the story, review target vocabulary.
  - Write the story on the board, numbering each line.
  - Have students write the story on a piece of paper.
  - Call out each number and have students locate the line on their paper.
  - Read and point to each word and have students listen and repeat each word as you go through the text.
  - Use pictures generously and check comprehension by pointing at a word and showing several pictures (which is it?).
  - **Additional Activities:**
    - Say a word and ask students to circle that word.
    - Say a letter and ask students to circle all of that letter.
    - Take out a word (i.e., school) and do a quick phonics lesson by targeting one sound of the word and practicing that sound in isolation and in other words:
      - Example: School/fool/coo/woo/zoo
    - Sightword Practice: Quiz students with flashcards on the most common words (and repeated) in the text, such as prepositions, “the”, etc., so that they can learn to recognize words quicker.
    - Have students match words with pictures or definitions.
    - Delete every nth word (4th, 5th, 6th, etc.) To create a cloze exercise; have the students fill in the blanks either looking at the text or not if more advanced.
    - Dictate the story for learners to write (you can also dictate using a semi-blanked out text).
    - Write the sentences in scrambled order and have students rewrite them, restoring the correct sequence.

• **Computer Lab (last 30min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
  - Ask staff for **splitter cords** (so that two students can share a computer and use headphones).
  - To set up computers, open Internet and go to google.com.
  - Search 4-Step Phonics Youtube, and click on Beginning.
  - Pause on **Lesson 9 (Rr, Ss)** (After students are seated you will press Play).
  - Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).

On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.

Return splitter cords to ELC office before you leave.

Lesson 37
Objectives:
Students will...
- Practice phonics and decoding words (short “I” sound)
- Study body part vocabulary
- Study and practice saying “My ___ hurts.”
- Practice counting 70-80

Materials (Week 10 in Worksheets Tab):
- Class sets of “ICK” Picture Grid with “ID” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of Sam and Kara (see Worksheets Tab) – no copies needed, just used to demonstrate dialogue.
- One set of numbered “Hands Up” cards (4 cards) (see Worksheets Tab)
- One set of Body Parts Vocabulary Pictures, #1-6 (see Worksheets Tab)
- Magnets
- Foam cubes, ones and tens.
- Number flashcards (see Beginning Basket)
- Flyswatters

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Emotions Warm-Up (15min)
- Introduction to Body Parts Vocabulary (30min)
- Numbers Practice (15min)
- Wrap-Up (if there’s extra time)

Calendar Question Warm-Up (15min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• Phonics: Short I and Word Families (30 min)
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “ICK” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. SICK is first. Write on the board:
    - ICK
  - Point to the ICL in the middle of the picture grid. Pronounce “ICK”. Students listen and repeat. Write on the board:
    - S
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write SICK on the board.
  - First sound out S-I (short i), and then blend the three sounds: S-I-CK.
  - Students listen and repeat.
  - Students point to the picture as they pronounce it.
  - Pass out “SICK” card that goes onto the grid and tell students to cover the picture with the word.
  - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  Additional Activities:
  - Have students practice reading words with a partners
  - Say a word and have students hold up the card for that word
  - Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peak at their cards)

• How Are you Today Warm-Up (15min)
  - Step 1: Write on the board: How are you today? Practice the question several times with the class. Hold up card number 1. Gesture for learners to ask you
the question. Respond, *I'm very good! I'm happy. I am not sick.* Put one finger high in the air to show that you are a number 1 today. Hold up **card number 2.** Gesture for learners to ask you the question. Respond, *I'm okay. Not bad. Just okay.* Put two fingers high in the air to show that you are a number 2 today. Continue...**Card 3:** *I'm a little sad. I'm a little sick. I'm a little tired.* **Card 4:** *I'm very sad. I'm very sick. I'm very tired.*

- **Step 2:** Students Rate Themselves:
  - Tape all four pictures on the board/wall. Ask *How are you today?* Prompt learners to respond by showing their number with their fingers. Eventually, you'll be able to have them all hold up their fingers at once.
- **Step 3:** Follow-Up
  - Ask learners to tell you about their answers to the extent that they are able. Ask questions like, you are a 3? Why? Did you sleep? Are you sick? Are you tired? Are you sad? Are you happy? What did you do yesterday?
  - These questions can sometimes yield surprising answers that may give you insight into a learner's performance in the classroom.

- **Introduction to Body Parts Vocabulary (30min)**
  - Write the word “head” on the board. Repeat the word and point to your head. Do this until students know what “head” is. Then, using Sam and Kara, perform the following dialogue:
    
    **K:** How are you today, Sam?
    **S:** Not good.
    **K:** What's wrong?
    **S:** My head hurts.
  
  - Encourage students to listen and repeat as you do this dialogue again.
  - Now go through and teach body parts 1-6:
    
  
  - Show a picture, ask student to listen and repeat. Go through pictures in different orders. Everyone should try to point to each part on their bodies as appropriate.
  - Pass out pictures to students and ask for each body part. Student with picture lifts the picture.
  - Now show a picture and wait for students to say the body part.
  - **Student Dialogue:** Now ask students to listen and repeat to the same dialogue as above. Once they've repeated each line, ask a student, “How are you today?” and prompt them to recite dialogue.
  - **Writing Practice:** Show a picture (“head”), review how to say “head”, and then write the word on the board one part at a time, sounding out as you write: H E A – D. Have students practice writing in their notebook. Do the same for each word.
  - **Additional Activities:**
    - Matching: Write words in vertical column on left side of board. Attach pictures in column to right side of board (make sure they don’t correspond). Model by first doing #1 and drawing a line from the word to the picture. Then have volunteers come up and do the rest.
• **Numbers (15min)**
  
  o **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.
  
  o **Practicing numbers 70-80.** Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam “tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together. Write “10” on the board, say “10”, point to the “10” on the board, and hold up the “tens” block. Erase and replace with “20” on the board. Say “20”, point to the “20” on the board, and hold up two “tens” blocks. Take several and demonstrate 10, 20, 30. Then demonstrate 20, 21, 22 etc.. Do one number at a time, slowly, and use lots of repetition.
  
  o Teach students to use their hands with numbers. For instance, whenever they 30, 40, 50, etc., have them push their hands out on the first syllable: **SEVEN- (hands out) ty (hand retract back in quickly)**
  
  o And now:
    
    Seventy-**ONE** *(hands out and back in)*
    
    Seventy-**TWO** *(hands out and back in)*
    
    **Etc.**
  
  o Write a number between 20 and 30 on the board. Ask a student to say this number using the hand gestures. Keep quizzing different students.
  
  o **Flyswatting Game:** Write a variety of numbers on the board. Have students take turns coming up to the board. You or student call out one of the numbers.
  
• **Wrap-Up (5min):** Try playing “Simon Says.” Class stands up and you begin by calling a body part. Students touch or point to this body part. Those who fail to touch the correct body part have to sit down. Eventually students can come up and be the “controller.” (You don’t actually have to say Simon Says – Teacher Says might make more sense).

Lesson 38
Objectives:
Students will...
- Practice phonics and decoding words (short “I” sound)
- Learn how to express themselves using new vocabulary
- Practice reading, writing, and speaking new vocabulary
- Practice counting 80-90.

Materials (Week 10 in Worksheets Tab):
- Class sets of “ID” Picture Grid with “ID” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- One set of pictures of Sam and Kara (see Worksheets Tab)
- One set of numbered “Hands Up” cards (4 cards) (see Worksheets Tab)
- One Set of Body Parts Vocabulary Pictures #1-12 (see Worksheets Tab)
- Magnets
- Foam cubes, ones and tens.
- Number flashcards (see Beginning Basket)
- Flyswatters

Lesson Preview:
✓ Calendar Question (15min)
✓ Phonics Mats (30min)
✓ Emotions Warm-Up (15min)
✓ Body Parts Vocabulary Activity (30min)
✓ Numbers Practice (15min)
✓ Wrap-Up (if there’s extra time)

- Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
• Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• Alphabet & Sound Warm-Up (5 min):
  o Sing through alphabet together
  o Say a letter, students write the letter

• Phonics: Short I Word Families (30 min)
  o In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  o Pass out “ID” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. LID is first. Write on the board:

        ID
  o Point to the ID in the middle of the picture grid. Pronounce “ID”. Students listen and repeat. Write on the board:

        L
  o Ask for the sound. Students say sound, or they listen and repeat.
  o Write LID on the board.
  o First sound out LI, and then blend the three sounds: L-I-D.
  o Students listen and repeat.
  o Students point to the picture of the fan as they pronounce it.
  o Pass out “LID” card that goes onto the grid and tell students to cover the picture of the fan with the word.
  o Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  Additional Activities:
  o Have students practice reading words with a partner
  o Say a word and have students hold up the card for that word
  o Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peak at their cards)
• Emotions Warm-Up (15min)
  o **Step 1:** Write on the board: How are you today? Practice the question several times with the class. Hold up **card number 1.** Gesture for learners to ask you the question. Respond, I’m very good! I’m happy. I am not sick. Put one finger high in the air to show that you are a number 1 today. Hold up **card number 2.** Gesture for learners to ask you the question. Respond, I’m okay. Not bad. Just okay. Put two fingers high in the air to show that you are a number 2 today. Continue...**Card 3:** I’m a little sad. I’m a little sick. I’m a little tired. **Card 4:** I’m very sad. I’m very sick. I’m very tired.
  o **Step 2:** Students Rate Themselves:
    o Tape all four pictures on the board/wall. Ask How are you today? Prompt learners to respond by showing their number with their fingers. Eventually, you’ll be able to have them all hold up their fingers at once.
  o **Step 3:** Follow-Up
    o Ask learners to tell you about their answers to the extent that they are able. Ask questions like, you are a 3? Why? Did you sleep? Are you sick? Are you tired? Are you sad? Are you happy? What did you do yesterday?
    o These questions can sometimes yield surprising answers that may give you insight into a learner’s performance in the classroom.

• Introduction to Body Parts Vocabulary (30min)
  o Write the word “knee” on the board. Repeat the word and point to your knee. Do this until students know what “knee” is. Then, using Sam and Kara, perform the following dialogue:
    - K: How are you today, Sam?
    - S: Not good.
    - K: What’s wrong?
    - S: My knee hurts.
  o Encourage students to listen and repeat as you do this dialogue again.
  o Now go through and teach body parts 7-12:
  o **Review #1-6.** Show a picture, ask student to listen and repeat. Go through pictures in different orders. Everyone should try to point to each part on their bodies as appropriate.
  o Pass out pictures to students and ask for each body part. Student with picture lifts the picture.
  o Now show a picture and wait for students to say the body part.
  o **Student Dialogue:** Now ask students to listen and repeat to the same dialogue as above. Once they’ve repeated each line, ask a student, “How are you today?” and prompt them to recite dialogue and use a target vocab word (use pictures).
  o **Writing Practice:** Show a picture (“head”), review how to say “head”, and then write the word on the board one part at a time, sounding out as you
write: H E A – D. Have students practice writing in their notebook. Do the same for each word.

- **Additional Activities:**
  - **Cloze Practice:** Write vocabulary words on the board but with missing letters (try all the same missing letter at first). For instance:
    1. H_ad
    2. n__ck
    3. a__m
    4. st_m_ach
   Have students look at their notes and find the missing letter. Have a volunteer come up to the board and fill in the missing letter.
   
   *Encourage students to identify the numbers correctly. If you say #2, point to it on the board. Have a student point to it as well, so you know that they are understanding the numbering system. This helps students prepare for worksheets and tests.*
   
   - **Matching:** Write words in vertical column on left side of board. Attach pictures in column to right side of board (make sure they don’t correspond). Model by first doing #1 and drawing a line from the word to the picture. Then have volunteers come up and do the rest.

- **Numbers (15min)**
  - **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.
  
  - **Practicing numbers 80-90.** Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam “tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together. Write “10” on the board, say “10”, point to the “10” on the board, and hold up the “tens” block. Erase and replace with “20” on the board. Say “20”, point to the “20” on the board, and hold up two “tens” blocks. Take several and demonstrate 10, 20, 30. Then demonstrate 30, 31, 32 etc.. Do one number at a time, slowly, and use lots of repetition.
  
  - **With Hand Signals:** Teach students to use hands with numbers. For instance, whenever they 30, 40, 50, etc., have them push their hands out on the first syllable:
    
    **EIGH-** *(hands out)* *ty (hand retract back in quickly)*
    
    And with the rest:
    
    **eighty-ONE** *(hands out and back in)*

- **Wrap-Up (5-10min) Fly-swatting Game**
  - **Set-Up.** Depending on class level, you can put pictures of body parts all over the board; or you can put the words (you might want to read through the words, showing pictures alongside them, first as a review). You could try mixing both words and pictures on the board, too.
o Have a student stand up front with a flyswatter. You or a student can call out the word. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a word.

o Help from the Class: Teach students directions Right, Left, Up, Down so they can help the fly-swatter.

- **To teach directions, have students stand up.**
  Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

Lesson 39
Objectives:
Students will...
- Practice phonics and decoding words (short “I” sound)
- Review body parts vocabulary
- Write a student-generated text

Materials (Week 10 in Worksheets Tab):
- Class sets of “ICK” and “ID” Picture Grid with “ICK” and “ID” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- One set of pictures of Sam and Kara (see Worksheets Tab)
- One Set of Body Parts Vocabulary Pictures #1-12 (see Worksheets Tab)
- Body Parts Picture Handout (see Worksheets Tab) – make student copies.
- Story Prompt Pictures (see Worksheets Tab)
- Magnets (in case you need them to put pictures on board)

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Review Body Parts Vocabulary (15min)
- Write a Student-Generated Text (30min)
- Wrap-Up (15min)

Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• **Phonics: Review Short I and Word Families “ICK” and “ID” (30 min)**
  You will review words ending in “ICK” and “ID” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out **“ICK” Picture Grid.** Keep the words for the grid organized in stacks, ready to hand out. **SICK** is first. Write on the board:
    - **ICK**
  - Point to the **ICK** in the middle of the picture grid. Pronounce “**ICK**”. Students listen and repeat. Erase and write on the board:
    - **S**
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write **SICK** on the board. First sound out **S-I**, and then blend the three sounds: **S-I-CK**.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out **“ICK” cards** to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “**ICK**” words to “**ID**” words. Write **ICK ID**
  - Pronounce these two word parts until students can hear the difference. Pass out “**ID**” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

• **Review: Body Parts Vocabulary (15 min)**
  - Write the word “knee” on the board. Repeat the word and point to your knee. Do this until students know what “knee” is. Then, using Sam and Kara, perform the following dialogue:
    - **K:** How are you today, Sam?
    - **S:** Not good.
    - **K:** What’s wrong?
    - **S:** My head hurts.
  - Encourage students to listen and repeat as you do this dialogue again.
• Now go through and teach body parts 1-12.
• Pass out **Body Parts Picture** and have students first find each number. Call out “one” and wait for students to point to the number there. Then write #1 on the board and call out number again. Have students read the body part (go slowly – having text, number, and picture can be a lot to keep track of!).

**Writing a Student-Generated Text (30 min): My ___ hurts**
• You will assist students in writing a short text about today’s topic.
• **Prompting Students:** Using pictures of Kara or Sam, prompt students into generating a student text about Kara or Sam. Show different body parts and see what happens!
• Repetition is good. Keep stories to 6-7 sentences. Have fun! Sometimes it’s hard to predict exactly what the text will look like.
• Write the story on the board in large, clear letters. **Number each line.** Then use the following activities to work with the text:
  • Read each word and have students listen and repeat.
  • Ask a student (or students) to come up and circle the words or letters that you say. Other students can help out their classmates in this activity.
  • Have students copy the story down on a piece of paper.
  • (see next lesson for even more activity ideas)
• At the end of class, be sure to **record this story** on a piece of paper and leave it in the binder for tomorrow’s teacher.

**Wrap-Up (15min): Cloze Game.** On the board, write 5-6 of body parts vocabulary (use magnets to pin pictures next to the words) in very large letters. Go through each word and have students write each word.
  • Erase one or two letters from each word.
  • Have students take turns coming up and writing in the correct letter. Encourage students to help each other and to consult their own written words to find the correct letter.

**Lesson 40**

**Objectives:**
Students will...

- Practice phonics and decoding words (short “I” sound)
- Study a student-generated text
- Practice answering a test prep question
- Go to computer lab and review and practice phonics

Materials (Week 10 in Worksheets Tab):

- Class sets of “ICK” and “ID” Picture Grid with “ICK” and “ID” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Test Prep Question (see Worksheets Tab) – make copies for the whole class.
- One set of pictures of Sam and Kara (see Worksheets Tab)
- One Set of Body Parts Vocabulary Pictures #1-12 (see Worksheets Tab)
- Student Generated Text (created in previous class) – Have ready to copy onto the board.
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

Lesson Preview:

- Calendar Question (15min)
- Phonics Mats (15min)
- Test Prep (15min)
- Reading Student-Generated Text (30min)
- Computer Lab (30min)

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, **but keep it very simple**. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
• Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
• Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

• Phonics: Review Short I and Word Families “ICK” and “ID” (30 min)
You will review words ending in “ICK” and “ID” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  o Pass out “ICK” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. SICK is first. Write on the board:
    ICK
  o Point to the ICK in the middle of the picture grid. Pronounce “ICK”. Students listen and repeat. Erase and write on the board:
    S
  o Ask for the sound. Students say sound, or they listen and repeat.
  o Write SICK on the board. First sound out S-I, and then blend the three sounds: S-I-CK.
    ▪ Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    ▪ Students point to the picture as they pronounce it.
  o Pass out “ICK” cards to go onto the grid and tell students to cover the picture with the word.
  o Repeat above with the rest of the words (this is review for students, so you can go quickly).
  o Now compare “ICK” words to “ID” words. Write ICK   ID
  o Pronounce these two word parts until students can hear the difference. Pass out “ID” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

• Test Prep (15min): Have students gather around you as you show them how to do the test prep question. Say out loud each answer and have students repeat. Then have students sit and answer the question on their own.
• **Reading Text (30 min):**
  - Students created a story in class yesterday. Before reading the story, review target vocabulary.
  - Write the story on the board, numbering each line.
  - Have students write the story on a piece of paper.
  - Call out each number and have students locate the line on their paper.
  - Read and point to each word and have students listen and repeat each word as you go through the text.
  - Use pictures generously and check comprehension by pointing at a word and showing several pictures (which is it?).
  - **Additional Activities:**
    - Say a word and ask students to circle that word.
    - Say a letter and ask students to circle all of those letters in text.
    - Take out a word (i.e., school) and do a quick phonics lesson by targeting one sound of the word and practicing that sound in isolation and in other words:
      - Example: School / fool / coo / woo / zoo
    - Sightword Practice: Quiz students with flashcards on the most common words (and repeated) in the text, such as prepositions, “the”, etc. so that they can learn to recognize words quicker.
    - Have students match words with pictures or definitions
    - Delete every nth word (4th, 5th, 6th, etc.) To create a cloze exercise; have the students fill in the blanks either looking at the text or not if more advanced
    - Dictate the story for learners to write (you can also dictate using a semi-blanked out text)
    - Write the sentences in scrambled order and have students rewrite them, restoring the correct sequence

• **Computer Lab (last 30 min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
  - Ask staff for **splitter cords** (so that two students can share a computer and use headphones).
  - To set up computers, open Internet and go to google.com.
  - Search 4-Step Phonics Youtube, and click on Beginning.
  - Pause on Lesson 10 (Tt, Uu) (After students are seated you will press Play).
  - Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
  - Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).
On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.

Return splitter cords to ELC office before you leave.

Lesson 41
Objectives:
Students will...
- Practice phonics and decoding words (short “O” sound)
- Continue studying body vocabulary
- Study illness vocabulary
- Review and practice saying “My ___ hurts.”
- Study and practice “I have a ____.”
- Practice counting 90-100

Materials (Week 11 in Worksheets Tab):
- Class sets of “OB” Picture Grid with “OB” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Pictures of Sam and Kara (see Worksheets Tab) – no copies needed, just used to demonstrate dialogue.
- Personal Information Form (see Worksheets Tab) – make copies for the class.
- One set of Body Parts Vocabulary Pictures, #1-12 (see Week 10, Worksheets Tab)
- Side by Side Picture Cards – bring in entire set and have handy in case you can use it.
  - Take out and set aside Side by Side Cards: 149 (headache); 150 (stomachache); 154 (cold); 155 (fever); 156 (cough).
- Magnets
- Foam cubes, ones and tens.
- Number flashcards (see Beginning Basket) – if not already there, create flashcards with numbers 80-100 written in large numerals.
- Flyswatter

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Personal Information Forms (15min)
- Review and Learn new Vocabulary/Dialogue (30min)
- Numbers Practice (15min)
- Wrap-Up (if there’s extra time)

- Calendar Question Warm-Up (15min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, **but keep it very simple**. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
Learn to copy question into book (this improves print awareness)
Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Short O and Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “OB” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. JOB is first. Write on the board:
    
    **OB**
    
    - Point to the OB in the middle of the picture grid. Pronounce “OB”. Students listen and repeat. Write on the board:
      
      J
    
    - Ask for the sound. Students say sound, or they listen and repeat.
    - Write JOB on the board.
    - First sound out J-O (short O), and then blend the three sounds: J-O-B.
    - Students listen and repeat.
    - Students point to the picture as they pronounce it.
    - Pass out “JOB” card that goes onto the grid and tell students to cover the picture with the word.
    - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

**Additional Activities:**
- Have students practice reading words with a partner
• **Personal Information Review (15min):** Take out one copy of **Personal Information Form**. Ask students: when do you have to fill out forms? List places on the board (if possible – have Side by Side cards handy in case you find a picture to represent a place listed). Have students gather around you OR you can have students come up by the board and you attach sheet to the board so they can see what you are doing.
  o Model: Point out “Name, First”. Say this and have students repeat. Say your first name. Ask everyone their first names. Then write your first name in the squares. Do the same for “Name, Last.” Do the same for phone number.
  o Pass out **Personal Information Form** to students. Go around and confirm verbally, using class roster, the first and last name with each student.
  o Students might have to use their phones to retrieve their phone numbers.

• **Review & Learn Vocabulary (30min)**
  o Write the word “head” on the board. Repeat the word and point to your head. Do this until students know what “head” is. Then, using Sam and Kara, perform the following dialogue:
    
    K: How are you today, Sam?
    S: Not good.
    K: What’s wrong?
    S: My head hurts.
  
  o Encourage students to listen and repeat as you do this dialogue again.
  o Now go through and review body parts from Week 10 (see Week 10 for pictures):
  
  o Show a picture, ask student to listen and repeat. Go through pictures in different orders. Everyone should try to point to each part on their bodies as appropriate.
  o Pass out pictures to students and ask for each body part. Student with picture lifts the picture.
  o Now show a picture and wait for students to say the body part.
  o **Student Dialogue:** Now ask students to listen and repeat to the same dialogue as above. Once they’ve repeated each line, ask a student, “How are you today?” and prompt them with a picture to recite dialogue.
  o **Writing Practice:** Show a picture (“head”), review how to say “head”, and then write the word on the board one part at a time, sounding out as you write: H E A - D. Have students practice writing in their notebook. Do the same for each word.
  o Additional Activities:
- **Matching:** Write words in vertical column on left side of board. Attach pictures in column to right side of board (make sure they don’t correspond). Model by first doing #1 and drawing a line from the word to the picture. Then have volunteers come up and do the rest.

**Simon Says:** Teacher says body part, students touch that part. Students watch each other and call each other out if they point to wrong part. They sit down if incorrect. Have a student come up front and lead the game for the class.

- **Introduce Illness vocabulary:** Show picture of a cold (*Side by Side* cards #154). Write the word “cold” on the board. Repeat the word and point to your head. Do this until students know what “cold” is. Then, using Sam and Kara, perform the following dialogue:

  K: How are you today, Sam?
  S: Not good.
  K: What’s wrong?
  S: I have a cold.

  - Repeat this dialogue several times, and allow students to repeat each line after you. Then write “cold” on the board. Have students spell word and then each person listens and repeats: “I have a cold.” Repeat the entire dialogue again, and then try out dialogue on most advanced student. Work through the class so each student and try the dialogue.
  - Substitute “cold” with “cough”. Have students try out dialogue using “cough” with a partner. Use *Side by Side* picture card #156.
  - Do the same, verbally, with the other illnesses as time allows (they will study more throughout week): 149 (headache); 150 (stomachache); 154 (cold); 155 (fever).

- **Numbers (15min)**
  - **Review 0-9.** Ask for 0. Students should show 0 blocks. Ask for 5. Students should count out five.
  - Pass out foam cubes to student pairs. Have them count out ten cubes (do this with them out loud). Now take a foam “tens” block and say “ten”. Point to the grooves indicating it is ten blocks fused together. Write “10” on the board, say “10”, point to the “10” on the board, and hold up the “tens” block. Erase and replace with “20” on the board. Say “20”, point to the “20” on the board, and hold up two “tens” blocks. Take several and demonstrate 10, 20, 30. Then demonstrate 20, 21, 22 etc.. **Do one number at a time, slowly, and use lots of repetition.**
  - **Numbers 80-100:** Teach students to use their hands with numbers. For instance, whenever they 30, 40, 50, etc., have them push their hands out on the first syllable: **EIGH- (hands out)** ty **(hand retract back in quickly)**
  - And now:
    - Eighty-**ONE** (hands out and back in)
    - Eighty-**TWO** (hands out and back in)
Etc.

- **Flyswatter Game**: Write 10-100 (just tens) on the board. Say a number, or have a student call out a number, and have another student “swat” it.

- **Wrap-Up (5min): Cloze Game.** On the board, write 5-6 of body parts vocabulary (use magnets to pin pictures next to the words) in very large letters. Go through each word and have students write each word.
  - Erase one or two letters from each word.
  - Have students take turns coming up and writing in the correct letter. Encourage students to help each other and to consult their own written words to find the correct letter.
Objectives:
Students will...
- Practice phonics and decoding words (short “O” sound)
- Learn how to express themselves using new vocabulary: Cough, backache, earache, cold, fever, stomachache, toothache
- Practice reading, writing, and speaking new vocabulary

Materials (Week 11 in Worksheets Tab):
- Class sets of “OCK” Picture Grid with “OCK” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- One set of pictures of Sam and Kara (see Worksheets Tab)
- Take out and set aside Side by Side Cards 149-156: 149 (headache); 150 (stomachache); 151 (toothache); 152 (backache); 153 (earache); 154 (cold); 155 (fever); 156 (cough).
- Side by Side Cards #120, 149, 154, 111 (For Bar Graph Activity).
- Sticky Notes – at least one for each student. (For Bar Graph activity).
- Magnets
- Flyswatters

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Illness Vocabulary and Dialogue Practice (30min)
- How Are you Bar Graph Activity (30 min)
- Wrap-Up (if there’s extra time)

Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the
question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.

- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Alphabet & Sound Warm-Up (5 min):**
  - Sing through alphabet together
  - Say a letter, students write the letter

- **Phonics: Short I Word Families (30 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “OCK” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **SOCK** is first. Write on the board:
    - **OCK**
    - Point to the **OCK** in the middle of the picture grid. Pronounce “**OCK**”. Students listen and repeat. Write on the board:
      - **S**
    - Ask for the sound. Students say sound, or they listen and repeat.
    - Write **SOCK** on the board.
    - First sound out **S-O**, and then blend the three sounds: **S-O-CK**.
    - Students listen and repeat.
    - Students point to the picture of the fan as they pronounce it.
    - Pass out “**SOCK**” card that goes onto the grid and tell students to cover the picture of the fan with the word.
    - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

  Additional Activities:
  - Have students practice reading words with a partners
  - Say a word and have students hold up the card for that word
  - Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peak at their cards)

- **Illness Vocabulary and Dialogue Practice (30 min):**
Show picture of cold (Side by Side cards #154). Write the word “cold” on the board. Repeat the word and act out having a cold. Do this until students know what “cold” is. Then, using Sam and Kara, perform the following dialogue verbally:

K: How are you today, Sam?
S: Not good.
K: What’s wrong?
S: I have a cold.

Repeat this dialogue several times, and allow students to repeat each line after you. Then write “cold” on the board. Have students spell word and then each person listens and repeats: “I have a cold.” Repeat the entire dialogue again, and then try out dialogue on most advanced student. Work through the class so each student and try the dialogue.

Now do the same with “I have a headache.” Say it first and point to your head. Use pictures to illustrate.

Repeat with all the following terms: 149 (headache); 150 (stomachache); 151 (toothache); 152 (backache); 153 (earache); 154 (cold); 155 (fever); 156 (cough).

Student Practice: In a circle drill, have students ask each how they are. Show a picture of one of the above vocabulary as the prompt. Start by asking a student on the right, “How are you today, ____?” That student replies, “Not good,”. You say, “What’s wrong?” and students replies “I have a ____. “ Now that student should turn to his or her neighbor and ask “How are you today __?” and etc..

Make sure to follow the discussion and insert help as needed, since it is all verbal.

Do the drill again, and substitute another illness. Make it fun, fast, and energetic – the more times you do the drill, the more students will practice. Repetition is key.

How Are you? Bar Graph (30 min)

Step 1: Introduce the question: Write on the board: How are you today? Read the question aloud, learners repeat several times. Introduce answers with pictures #120, 149, 154, 111:

I’m fine.
I’m tired.
I have a headache.
I have a cold.

Go through each verbally and have students repeat each several times. Now ask: How are you? and hold up a picture. Let students respond.

Step 2: Spread the pictures on the table. Invite students to take a picture that describes how they feel. Have each practice saying how they feel while showing their picture to the class.

Step 3: Circle Drill: Have students sit in a semi-circle. Ask student on the right, “How are you?” Student should show their picture and respond with the phrase. Encourage student to ask the student next to them, "How are..."
you?" and keep on going until final student asks you the teacher "How are you?"

- **Step 4**: Create the Pictograph. Make a simple graph on the board. Write "fine"/"tired"/headache/cold along the bottom. Attach picture to each word. Past out a Post-It to each student. Ask students to come up and place their notes in a vertical line above the picture they associate with.

- **Step 5**: How many students are...? Now ask: How many students are fine/tired/have a headache/have a cold?

- **Wrap-Up (5min) Fly-swatting Game**
  - **Set-Up**: Depending on class level, you can put pictures of today’s vocabulary all over the board; or you can put the words (you might want to read through the words, showing pictures alongside them, first as a review). You could try mixing both words and pictures on the board, too.
  - Have a student stand up front with a flyswatter. You or a student can call out the word. The student should find the letter on the board and “swat” it. Repeat with several students taking turns swatting and calling out a word.

  - **Help from the Class**: Teach students directions Right, Left, Up, Down so they can help the fly-swatter.

- **To teach directions, have students stand up**.
  - Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.

**Lesson 43**

**Objectives:**
Students will...
- Practice phonics and decoding words (short “O” sound)
- Practice calling into school
- Review illness vocabulary
- Write a student-generated text
- Review numbers

Materials (Week 11 in Worksheets Tab):
- Class sets of “OCK” and “OB” Picture Grid with “OCK” and “OB” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- One set of pictures of Sam and Kara (see Worksheets Tab)
- Take out and set aside Side by Side Cards 149-156: 149 (headache); 150 (stomachache); 151 (toothache); 152 (backache); 153 (earache); 154 (cold); 155 (fever); 156 (cough).
- Pictures of house, school and hospital for student text (see Worksheets Tab)
- Magnets (in case you need them to put pictures on board)
- Number flashcards (see Beginning Basket) – if not already there, create flashcards with numbers by tens – 10, 20, 30, 40 – 100.
- Bingo mats (body parts) and chips/scraps of paper (see Beginning Basket for mats; chips located with other bingo sets in Teacher Room).
- Chips/scraps of paper for bingo mats.

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Calling in to School Sick (15min)
- Write a Student-Generated Text (30min)
- Numbers Scramble (15min)
- Wrap-Up (if there’s time)

Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Review Short O and Word Families “OCK” and “OB” (30 min)**
  You will review words ending in “OCK” and “OB” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “OCK” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. SOCK is first. Write on the board: **OCK**
  - Point to the **OCK** in the middle of the picture grid. Pronounce “**OCK**”. Students listen and repeat. Erase and write on the board: **S**
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write **SOCK** on the board. First sound out **S-O**, and then blend the three sounds: **S-O-CK**.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out “**OCK**” cards to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “**OCK**” words to “**OB**” words. Write **OCK OB**
    - Pronounce these two word parts until students can hear the difference. Pass out “**OB**” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

- **Calling in sick to School Dialogue (15 min)**
  Teacher does: Have students listen and repeat the following dialogue using Sam and Kara.
Sam: English Learning Center. How can I help you?
Kara: I’m sick. I can’t come to school.
Sam: Okay. What is your name?
Kara: Kara Johnson (or student’s name)
Sam: When will you be back?
Kara: Tomorrow.

Repeat the dialogue several times, allowing students to repeat after you for each line. Then try having students be Kara in unison. You can prompt them by showing a picture of a sick person (use cold or cough picture from Side by Side cards).

- Writing a Student-Generated Text (30 min):
  - You will assist students in writing a short text about today’s topic.
  - **Prompting Students:** Using pictures of Kara or Sam, prompt students into generating a student text about Kara or Sam and how their health is. Use Side by Side Picture Cards (see materials list).
  - Repetition is good. Keep stories to 6-7 sentences. Have fun! Sometimes it’s hard to predict exactly what the text will look like.
  - Write the story on the board in large, clear letters. Then use the following activities to work with the text:
    - Read each word and have students listen and repeat.
    - Ask a student (or students) to come up and circle the words or letters that you say. Other students can help out their classmates in this activity.
    - Have students copy the story down on a piece of paper.
    - (see next lesson for even more activity ideas)
  - At the end of class, be sure to **record this story** on a piece of paper and leave it in the binder for tomorrow’s teacher.

- Numbers Scramble (15min): Pass out numbers flashcards of tens (10, 20, 30, etc..) so each student has one in order. Starting with smallest number, have students call out their number and show their card to the class. Now take cards and scramble them. Have students say their number again. Advanced students should hold more than one card—and encourage them to say their numbers as fast as they can.

- **Wrap-Up: Body Parts Bingo.** Pass out bingo mats with body parts to students. Pass out chips. Explain the rules by modeling yourself calling a body part and placing a chip on the picture. As you model this, also model bingo by calling parts to make a line. Call “Bingo.”
  - Now call out a picture (but don’t show it) and set in a separate pile to check with winner’s pictures.
Lesson 44

Objectives:
Students will...
- Practice phonics and decoding words (short “I” sound)
- Study a student-generated text
- Practice answering a test prep question
- Go to computer lab and review and practice phonics

Materials (Week 11 in Worksheets Tab):
- Class sets of “OCK” and “OB” Picture Grid with “OCK” and “OB” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Test Prep Question (see Worksheets Tab) – make copies for the whole class.
- For review: set aside Side by Side Cards 149-156: 149 (headache); 150 (stomachache); 151 (toothache); 152 (backache); 153 (earache); 154 (cold); 155 (fever); 156 (cough).
- Student Generated Text (created in previous class) – Have ready to copy onto the board.
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (15min)
- Test Prep (15min)
- Reading Student-Generated Text (30min)
- Computer Lab (30min)

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
Spell all the words and sound out 2-3 words.

*Tips:

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Review Short O and Word Families “OCK” and “OB” (15 min)**
  You will review words ending in “OCK” and “OB” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “OCK” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. **SOCK** is first. Write on the board:
    - **OCK**
  - Point to the **OCK** in the middle of the picture grid. Pronounce “**OCK**”.
    - Students listen and repeat. Erase and write on the board:
      - **S**
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write **SOCK** on the board. First sound out **S-O**, and then blend the three sounds: **S-O-CK**.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out “**OCK**” cards to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “**OCK**” words to “**OB**” words. Write
    - **OCK**  **OB**
  - Pronounce these two word parts until students can hear the difference. Pass out “**OB**” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.
• **Test Prep (15min)**: Have students gather around you as you show them how to do the test prep question. Say out loud each answer and have students repeat. Then have students sit and answer the question on their own.

• **Reading Text (30 min):**
  - Students created a story in class yesterday. Before reading the story, review target vocabulary.
  - Now write the story on the board.
  - Read each word and have students repeat. Then read each line and have students repeat. Use the pictures to demonstrate meaning as students become more familiar with the text.
  - Pass out a copy of the story to each student.
  - Read a line and ask students to listen and repeat.
  - **Additional Activities:**
    - Say a word and ask students to circle that word.
    - Say a letter and ask students to circle all of those letters in text.
    - Take out a word (i.e., school) and do a quick phonics lesson by targeting one sound of the word and practicing that sound in isolation and in other words:
      - Example: School/fool/coo/woo/zoo
    - Sightword Practice: Quiz students with flashcards on the most common words (and repeated) in the text, such as prepositions, “the”, etc. so that they can learn to recognize words quicker.
    - Have students match words with pictures or definitions
    - Delete every nth word (4th, 5th, 6th, etc.) To create a cloze exercise; have the students fill in the blanks either looking at the text or not if more advanced
    - Dictate the story for learners to write (you can also dictate using a semi-blanked out text)
    - Write the sentences in scrambled order and have students rewrite them, restoring the correct sequence

• **Computer Lab (last 30min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
  - Ask staff for splitter cords (so that two students can share a computer and use headphones).
  - To set up computers, open Internet and go to google.com.
  - Search 4-Step Phonics Youtube, and click on Beginning.
  - Pause on **Lesson 11 (Vv, Ww)** (After students are seated you will press Play).
- Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
- Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).
- On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.
- Return splitter cords to ELC office before you leave.

Additional websites to check out:

http://www.languageguide.org/english/vocabulary/
Lesson 45

Objectives:
Students will...
- Practice phonics and decoding words (short “O” sound)
- Study shopping-related related vocabulary
- Review and practice saying “How much is?”

Materials (Week 12 in Worksheets Tab):
- Class sets of “OP” Picture Grid with “OP” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Stand up and Talk Activity (see Worksheets Tab) – make copies for the class.
- Number flashcards, 0-9, 11-100 (only tens) (see Beginning Basket) – if not already there, create flashcards with numerals 0-9, and then 10-100 (only tens!).
- Class set of money (see ELC staff)
- A paperback book or something else that looks like it could cost $10-20
- A pencil or something else that looks like it could cost $.10
- Pictures of Sam and Kara (see Worksheets Tab) – no copies needed, just used to demonstrate dialogue.
- One set of Shopping Items pictures, pictures #1-6 (see Worksheets Tab).
- Magnets (just in case)
- Flyswatter

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Stand up and Talk Warm Up (15min)
- Numbers & Money Practice (15min)
- Learn new Vocabulary/Dialogue (30min)
- Wrap-Up (if there’s extra time)

Calendar Question Warm-Up (15min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- Phonics: Short O and Word Families (30 min)
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “OP” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. MOP is first. Write on the board:
    
    **OP**
    
    Point to the MOP in the middle of the picture grid. Pronounce “OP”. Students listen and repeat. Write on the board:
    
    **M**
    
    Ask for the sound. Students say sound, or they listen and repeat.
  - Write MOP on the board.
  - First sound out M-O (short O), and then blend the three sounds: M-O-P.
  - Students listen and repeat.
  - Students point to the picture as they pronounce it.
  - Pass out “MOP” card that goes onto the grid and tell students to cover the picture with the word.
  - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

Additional Activities:
- Have students practice reading words with a partners
- Say a word and have students hold up the card for that word
• Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peak at their cards)

• Stand up and Talk Activity (15min): Before passing these out, have students come up front. Place sheet in front of students on the board. Turn to a student and ask the two questions (point to these on the paper and repeat several times):
  ▪ What is your name?
  ▪ How do you spell it? (don’t expect all student to be able to read these questions)
Have the student spell their name. Slowly spell out the name, having students repeating the letters with you.

• Numbers & Money (15-30min)
  o Review (5min).
    • Pass out flashcards with a numeral on it in order.
    • Have student go around the room quickly and say their number.
    • Take cards and scramble. Have students go around the room again and say their number after reading their card.
  o Money: Pass out fake money. Hold up each unit of money and review (penny, quarter, dime, dollar, etc.). Do so verbally.
    1) “How much is this?”: have students practice saying “dollars” and “cents”. Hold up a penny. Students say “1 cent.” Hold up a dime. Students say “ten cents.”
      ➢ Do the same with dollars until students seem comfortable with cents and dollars.
    2) Reading cents versus dollars. Hold up a dime. Ask students “How much is this?” Students hold up a dime and answer: ten cents. Now write in large, clear print on the board:

      $0.10

    Repeat ten cents. Hold up a pencil and say, “This is ten cents.”

    3) Now hold up ten dollars. Ask students “How much is this?” Students answer: ten dollars. Hold up a book and say, “This is ten dollars.” Next to the ten cents, write in equally large print:

      $10

    4) Ask students to find what looks different. Students should identify the decimal, but don’t worry about teaching the word decimal. Focus on having them say dollars or cents. Try having an advanced student come up to the board.
Show the pencil and say “ten cents”. Have a student point to the correct expression on the board. Do two or three more examples, using 20, 30, 40. ($20/$.20, etc.).

- **Shopping Items Vocabulary (30min)**
  - **Warm-Up (less than 5 min).** Brainstorm with your students, without writing anything down: “What do you buy at the grocery store? What do you need in your kitchen?” Do your best to facilitate the discussion by repeating back very clearly what students say, and repeating things slowly as much as possible. (“Oh, rice? That’s nice. Rice is good. I like rice. Does anyone else get rice?).
  - Now write “rice” on the board. Show a picture of rice (see Worksheets). Repeat the word and point to your head. Do this until students know what “head” is. Then, using Sam and Kara, perform the following dialogue:
    - K: How can I help you?
    - S: How much is the rice?
    - K: Two dollars.
    - S: Thank you.
  - Encourage students to listen and repeat as you do this dialogue again.
  - Show a new picture, ask student to listen carefully to the dialogue and repeat. Go through pictures in different orders.
  - Pass out pictures to students. Student with picture lifts the picture.
  - Now show a picture and wait for students to say the body part.
  - **Student Dialogue:** Now ask students to listen and repeat to the same dialogue as above. Once they’ve repeated each line, ask a student, “How can I help you?” and prompt them with a picture to ask “How much is the ___?”.
    - **Pair Practice:** Try pairing up students with a picture and having them practice the dialogue with each other.
  - **Writing Practice:** Show a picture (“rice”), review how to say “rice”, and then write the word on the board one part at a time, sounding out as you write: R-I-CE. Have students practice sounding out words and writing them in their notebook. Do the same for each word. (Note: don’t worry about rules right now, let students listen and repeat the sounds they hear, i.e., CE = S).
  - **Additional Activities:**
    - **Matching:** Write words in vertical column on left side of board. Attach pictures in column to right side of board (make sure they don’t correspond). Model by first doing #1 and drawing a line from the word to the picture. Then have volunteers come up and do the rest.

- **Wrap-Up (5min): Flyswatting.** Write various amounts of money in tens on the board (see above activity). Make some dollars and some cents ($10/$.10). You
might have: $30/$.10/$50/$.20/etc. scattered all over the board. Go through each with the class first. Then have a student come up front. Call out an amount. Student finds and swats the amount.

- **Help from the Class:** Teach students directions Right, Left, Up, Down so they can help the fly-swatter.
  - **To teach directions, have students stand up.** Turn so you all face the front of the classroom together. Then using your left arm, say LEFT and point LEFT. Do the same for RIGHT. Raise arms and point UP for UP. Same for DOWN.
Lesson 46

Objectives:
Students will...

- Practice phonics and decoding words (short “O” sound)
- Practice counting and writing dollars and cents.
- Practice reading, writing, and speaking new vocabulary

Materials (Week 12 in Worksheets Tab):

- Class sets of “OT” Picture Grid with “OT” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Number flashcards, 0-9, 11-100 (only tens) (see Beginning Basket) – if not already there, create flashcards with numerals 0-9, and then 10-100 (only tens!).
- Class set of money (see ELC staff)
- A paperback book or something else that looks like it could cost $10-20
- A pencil or something else that looks like it could cost $.10
- Pictures of Sam and Kara (see Worksheets Tab) – no copies needed, just used to demonstrate dialogue.
- One set of Shopping Items pictures, pictures #1-13 (see Worksheets Tab).
- Bingo mats (shopping items) and chips/scrap of paper (see Beginning Basket for mats; chips located with other bingo sets in Teacher Room).
- Magnets (just in case)

Lesson Preview:

✓ Calendar Question (15min)
✓ Phonics Mats (30min)
✓ Numbers & Money Practice (15 min)
✓ Review and Learn New Vocabulary (30-45 min)
✓ Wrap-Up (if there’s extra time)

- Calendar Question Warm-Up (15 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:

- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.
*Tips:

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each student is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy "Monday" into their notebooks for the extent of the calendar question.

- **Alphabet & Sound Warm-Up (5 min):**
  - Sing through alphabet together
  - Say a letter, students write the letter

- **Phonics: Short O Word Families (25 min)**
  - In this activity you will teach students how to decode the words. Sometimes students memorize how to pronounce a word without knowing how to sound out individual parts of the word. This memorization skill is useful and the objective for sight word activities.
  - Pass out “OT” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. POT is first. Write on the board:
    - **OT**
      - Point to the OT in the middle of the picture grid. Pronounce “OT”. Students listen and repeat. Write on the board:
        - P
          - Ask for the sound. Students say sound, or they listen and repeat.
          - Write POT on the board.
          - First sound out P-O, and then blend the three sounds: P-O-T.
          - Students listen and repeat.
          - Students point to the picture of the fan as they pronounce it.
          - Pass out “POT” card that goes onto the grid and tell students to cover the picture of the fan with the word.
          - Repeat with the rest of the words. Make activity fast-paced, energetic, and repetitive.

    **Additional Activities:**
    - Have students practice reading words with a partners
    - Say a word and have students hold up the card for that word
o Say a word and see if students can write the word on a piece of paper (advanced students can try without looking; other students can peak at their cards)

**Numbers & Money (15-30min)**

**Review (5min).**
- Pass out flashcards with a numeral on it in order.
- Have student go around the room quickly and say their number.
- Take cards and scramble. Have students go around the room again and say their number after reading their card.

**Money:** Pass out fake money. Hold up each unit of money and review (penny, quarter, dime, dollar, etc.). Do so verbally.

3) **“How much is this?”:** have students practice saying “dollars” and “cents.” Hold up a penny. Students say “1 cent.” Hold up a dime. Students say “ten cents.”
   - Do the same with dollars until students seem comfortable with cents and dollars.

4) **Reading cents versus dollars.** Hold up a dime. Ask students “How much is this?” Students hold up a dime and answer: ten cents. Now write in large, clear print on the board:

   $0.10

   Repeat ten cents. Hold up a pencil and say, “This is ten cents.”

3) Now hold up ten dollars. Ask students “How much is this?” Students answer: ten dollars. Hold up a book and say, “This is ten dollars.” Next to the ten cents, write in equally large print:

   $10

4) **Ask students to find what looks different.** Students should identify the decimal, but don’t worry about teaching the word *decimal*. Focus on having them say dollars or cents. Try having an advanced student come up to the board.

   Show the pencil and say “ten cents.” Have a student point to the correct expression on the board. Do two or three more examples, using 20, 30, 40. ($20/$.20, etc.).

**Shopping Items Vocabulary (30min)**

**Warm-Up (Less then 5min).** Brainstorm with your students, without writing anything down, “What do you buy at the grocery store? What do you need in your kitchen? How about bathroom?” Do your best to facilitate the
discussion by repeating back very clearly what students say, and repeating things slowly as much as possible. ("Oh, rice? That’s nice. Rice is good. I like rice. Who else buys rice?).

- Now introduce vocabulary. Write “banana” on the board. Show a picture of banana (see Worksheets). Then, using Sam and Kara, perform the following dialogue:

  K: How can I help you?
  S: How much is the banana?
  K: Fifty cents.
  S: Thank you.

  - Encourage students to listen and repeat as you do this dialogue again.
- Go through all pictures, #1-13 (they studied #1-6 in previous lesson).
- Show a new picture, ask student to listen carefully to the dialogue and repeat. Go through pictures in different orders.
- Pass out pictures to students. Student with picture lifts the picture.
- Now show a picture and wait for students to say the object.
- **Student Dialogue:** Now ask students to listen and repeat to the same dialogue as above. Once they’ve repeated each line, ask a student, “How can I help you?” and prompt them with a picture to ask “How much is the ___?”.

  - **Pair Practice:** Try pairing up students with a picture and having them practice the dialogue with each other.
- **Writing Practice:** Show a picture (“oil”), review how to say “oil”, and then write the word on the board one part at a time, sounding out as you write: OI-L. Have students practice sounding out words and writing them in their notebook. Do the same for each word. (Note: don’t worry about rules right now, let students listen and repeat the sounds they hear, i.e., CE = S).
- **Organizing/Making a List:** Write “Bathroom” at the top right of the board and “Kitchen” on top left. Ask students to copy on their piece of paper. Now have students come up and organize the pictures into the right room. Then you write under each picture, and they write in the columns of their paper.
- **Additional Activity:**

  - **Matching:** Write words in vertical column on left side of board. Attach pictures in column to right side of board (make sure they don’t correspond). Model by first doing #1 and drawing a line from the word to the picture. Then have volunteers come up and do the rest.

- **Wrap-Up (5-10min) Bingo.** Pass out bingo mats with shopping items. Pass out chips. Explain the rules by modeling and placing a chip on the picture. Model how to create a line of three in any direction, say “Bingo.”

  - Now call out a picture (but don’t show it) and set in a separate pile to check with winner’s pictures.
Lesson 47

Objectives:
Students will...
- Practice phonics and decoding words (short “O” sound)
- Practice counting money and reading dollar amounts
- Write a student-generated text

Materials (Week 12 in Worksheets Tab):
- Class sets of “OT” and “OP” Picture Grid with “OT” and “OP” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Class money set (see staff)
- Create 8-10 flashcards with various $ amounts in tens: (i.e.: $10/$.10/$.20/$30/$.30/etc.) written in large, clear print.
- A pencil and a paperback book (see staff if you can’t find one in the Teacher Room).
- One set of pictures of Sam and Kara (see Worksheets Tab)
- One set of Shopping Items pictures, pictures #1-13 (see Worksheets Tab)
- Magnets (in case you need them to put pictures on board)

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (30min)
- Number & Money Practice (15-30min)
- Write a Student-Generated Text (30-45min)
- Wrap-Up (if there’s time)

Calendar Question Warm-Up (15 min)
Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
- Spell all the words and sound out 2-3 words.

*Tips:
- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure to model question and answer with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

Note: Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

- **Phonics: Review Short O and Word Families “OT” and “OP” (30 min)**
  You will review words ending in “OT” and “OP” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).
  - Pass out “OT” Picture Grid. Keep the words for the grid organized in stacks, ready to hand out. POT is first. Write on the board:
    - OT
  - Point to the POT in the middle of the picture grid. Pronounce “OT”. Students listen and repeat. Erase and write on the board:
    - P
  - Ask for the sound. Students say sound, or they listen and repeat.
  - Write POT on the board. First sound out P-O, and then blend the three sounds: P-O-T.
    - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
    - Students point to the picture as they pronounce it.
  - Pass out “OT” cards to go onto the grid and tell students to cover the picture with the word.
  - Repeat above with the rest of the words (this is review for students, so you can go quickly).
  - Now compare “OT” words to “OP” words. Write
    - OT  OP
  - Pronounce these two word parts until students can hear the difference. Pass out “OP” cards. Review these words and then say a word and have students work in pairs to hold up the correct word.

- **Numbers & Money (15-30min)**
  - Review Money: Pass out bags of money. Hold up each unit of money and review (penny, quarter, dime, dollar, etc.). Do so verbally.
5) “How much is this?”: have students practice saying “dollars” and “cents”. Hold up a penny. Students say “1 cent.” Hold up a dime. Students say “ten cents.”
   - Do the same with dollars until students seem comfortable with cents and dollars.

6) **Reading cents versus dollars.** Hold up a dime. Ask students “How much is this?” Students hold up a dime and answer: ten cents. Now write in large, clear print on the board:

   $\text{.10}$

   Repeat ten cents. Hold up a pencil and say, “This is ten cents.”

3) Now hold up ten dollars. Ask students “How much is this?” Students answer: ten dollars. Hold up a book and say, “This is ten dollars.” Next to the ten cents, write in equally large print:

   $\text{10}$

4) **Ask students to find what looks different.** Students should identify the decimal, but don’t worry about teaching the word *decimal*. Focus on having them say dollars or cents. Try having an advanced student come up to the board.

   Show the pencil and say “ten cents”. Have a student point to the correct expression on the board. Do two or three more examples, using 20, 30, 40. ($20/.20$, etc.).

5) **Pass out Flashcards to students.** Have students stand up and arrange themselves in order. Then have students stay their $ amount.

- **Writing a Student-Generated Text (30-45 min):**
  - You will assist students in writing a short text about today’s topic.
  - **Prompting Students:** Using pictures of Kara (or Sam), prompt students into generating a student text about Kara going shopping. Ask questions like: Where is she going? What is she buying? Review all of this week’s vocabulary using pictures (see Worksheets Tab).
  - Repetition is good. Keep stories to 6-7 sentences. Have fun! Sometimes it’s hard to predict exactly what the text will look like.
  - Write the story on the board in large, clear letters. **Number each line.** Then use the following activities to work with the text:
    - Read each word and have students listen and repeat.
    - Ask a student (or students) to come up and circle the words or letters that you say. Other students can help out their classmates in this activity.
• Have students copy the story down on a piece of paper.
• (see next lesson for even more activity ideas)
  o At the end of class, be sure to record this story on a piece of paper and leave it in the binder for tomorrow’s teacher.

• **Wrap-Up: Shopping Bingo.** Pass out bingo mats with shopping items. Pass out chips. Explain the rules by modeling and placing a chip on the picture. Model how to create a line of three in any direction, say “Bingo.”
  o Call out a picture (but don’t show it) and set in a separate pile to check with winner’s pictures.
  o *Students can take turns being the caller.*
Lesson 48

Objectives:
Students will...
- Practice phonics and decoding words (short “O” sound)
- Practice counting out dollar and cent amounts
- Study a student-generated text
- Go to computer lab and review and practice phonics

Materials (Week 12 in Worksheets Tab):
- Class sets of “OT” and “OP” Picture Grid with “OT” and “OP” Word Cards (they fit onto the grid). Students can work in pairs with these grids. Located in Phonics Binder.
- Class money set (see staff)
- 8-10 flashcards with various $ amounts in tens: (i.e.: $10/$.10/$.20/$30/$.30/etc..) written in large, clear print.
- One set of pictures of Sam and Kara (see Worksheets Tab)
- One set of Shopping Items pictures #1-13 (see Worksheets Tab)
- Student Generated Text (created in previous class) – Have ready to copy onto the board.
- Computers: make sure all computers are on in the computer lab (see staff for assistance).
- Headphone cord splitters (see staff).

Lesson Preview:
- Calendar Question (15min)
- Phonics Mats (15min)
- Numbers Activity (15min)
- Reading Student-Generated Text (30min)
- Computer Lab (30min)

Calendar Question Warm-Up (15-30 min)

Make sure students have their calendar notebook. Model the question and an answer to the calendar question. Have students listen and repeat. If possible, write a modelled answer on the board, but keep it very simple. Have students copy the answer into their notebooks. Alternative objectives for Calendar time include:
- Learn to copy question into book (this improves print awareness)
- Write words with spaces between them (first demonstrate, then use finger as a spacer and have students write words around finger)
Spell all the words and sound out 2-3 words.

*Tips:*

- Go through day, date, month, and year. Give students a chance to each practice saying the date and year.
- Make sure **to model question and answer** with yourself clearly before asking a student. Ask the most advanced student to answer the question first to demonstrate for other learners. Many students may not understand the question and will need help learning its meaning.
- Bring in pictures to demonstrate possible answers to the calendar questions, if needed (pictures of food, for instance, so learners can pick out a picture and learn the name of the food).

**Note:** Be aware of students who might need help writing with a pencil for the first time. Demonstrate how to hold and write with a pencil if needed. Walk around and make sure each students is holding and writing to the best of their ability. Also note that many students may not be able to read or write yet. Ask them to copy letters or your name into the calendar book. You may ask them to say and copy “Monday” into their notebooks for the extent of the calendar question.

**Phonics: Review Short O and Word Families “OT” and “OP” (15 min)**

You will review words ending in “OT” and “OP” (studied in earlier this week). This is a decoding activity (teaching students how to sound out word parts).

- Pass out **“OT” Picture Grid**. Keep the words for the grid organized in stacks, ready to hand out. **POT** is first. Write on the board:
  
  **OT**
  
- Point to the **POT** in the middle of the picture grid. Pronounce “**OT**”. Students listen and repeat. Erase and write on the board:
  
  **P**
  
- Ask for the sound. Students say sound, or they listen and repeat.
- Write **POT** on the board. First sound out **P-O**, and then blend the three sounds: **P-O-T**.
  
  - Students listen and repeat. (Let them listen as much as possible so they learn to hear the sounds!)
  - Students point to the picture as they pronounce it.

- Pass out **“OT” cards** to go onto the grid and tell students to cover the picture with the word.
- Repeat above with the rest of the words (this is review for students, so you can go quickly).
- Now compare **“OT” words** to **“OP” words**. Write **OT**  **OP**

- Pronounce these two word parts until students can hear the difference. Pass out **“OP” cards**. Review these words and then say a word and have students work in pairs to hold up the correct word.
• **Numbers & Money REVIEW (15min)—**Students have worked on these activities all week.
  o **Review Money:** Pass out bags of money. Hold up each unit of money and review (penny, quarter, dime, dollar, etc.). Do so verbally.

  7) **“How much is this?”**: have students practice saying “dollars” and “cents”. Hold up a penny. Students say “1 cent.” Hold up a dime. Students say “ten cents.”
     - Do the same with dollars until students seem comfortable with cents and dollars.

  8) **Reading cents versus dollars.** Hold up a dime. Ask students “How much is this?” Students hold up a dime and answer: ten cents. Now write in large, clear print on the board:

      $\$.10

      Repeat ten cents. Hold up a pencil and say, “This is ten cents.”

  3) Now hold up ten dollars. Ask students “How much is this?” Students answer: ten dollars. Hold up a book and say, “This is ten dollars.” Next to the ten cents, write in equally large print:

      $10

  4) **Ask students to find what looks different.** Students should identify the decimal, but don’t worry about teaching the word decimal. Focus on having them say dollars or cents. Try having an advanced student come up to the board.

      Show the pencil and say “ten cents”. Have a student point to the correct expression on the board. Do two or three more examples, using 20, 30, 40. ($20/$.20, etc.).

  5) **Pass out Flashcards to students.** Have students stand up and arrange themselves in order. Then have students stay their $ amount.

• **Reading Text (30 min):**
  o Students created a story in class yesterday. Before reading the story, review target vocabulary.
  o Write the story on the board, numbering each line.
  o Have students write the story on a piece of paper.
  o Call out each number and have students locate the line on their paper.
  o Read and point to each word and have student listen and repeat each word as you go through the text.
Use pictures generously and check comprehension by pointing at a word and showing several pictures (which is it?).

**Additional Activities:**
- Say a word and ask students to circle that word.
- Say a letter and ask students to circle all of those letters in text.
- Take out a word (i.e., school) and do a quick phonics lesson by targeting one sound of the word and practicing that sound in isolation and in other words:
  - Example: School/fool/coo/wool/zoo
- Sightword Practice: Quiz students with flashcards on the most common words (and repeated) in the text, such as prepositions, “the”, etc. so that they can learn to recognize words quicker.
- Have students match words with pictures or definitions
- Delete every nth word (4th, 5th, 6th, etc.) To create a cloze exercise; have the students fill in the blanks either looking at the text or not if more advanced
- Dictate the story for learners to write (you can also dictate using a semi-blanked out text)
- Write the sentences in scrambled order and have students rewrite them, restoring the correct sequence

**Computer Lab (last 30min of class)** Students will be using the Computer Lab to listen to online phonics lessons regularly on Thursdays. Allow for thirty minutes in the lab. Have staff set up computers for you; or ask if they are busy, give students a task and take five minutes to turn on all computers and do the following:
- Ask staff for **splitter cords** (so that two students can share a computer and use headphones).
- To set up computers, open Internet and go to google.com.
- Search 4-Step Phonics Youtube, and click on Beginning.
- Pause on **Lesson 12 (Xx,Yy, Zz)** (After students are seated you will press Play).
- Bring students in and set them up with headphones. Encourage students to bring pencil and paper in and draw the letters they see in the program (it shows how to shape letters).
- Each lesson is around 15 minutes long. They can repeat the lesson once finished (or go on to the next—they will repeat it next week but that’s okay).
- On an ongoing basis, show students how to click out of youtube and shut down computer. This might take weekly review and practice. Make sure all computers are shut off when you leave the computer lab.
- Return splitter cords to ELC office before you leave.