

Lesson: Consonant Digraphs—Sound-Digraph Correspondences

Grade Level: Kindergarten Enrichment or 1st Grade

Date: March 11, 2016

Duration: 20 minutes (one-on-one session)

Lesson Objective: Student will learn the sounds associated with common consonant digraphs. Student will be able to produce the appropriate sound when they see common consonant digraphs in writing.

Rationale: As children enter the primary grades, knowledge of phonics and phonics are essential in order for students to become successful readers (Cunningham, 2015, p. 170). A student's mastery of phonics impacts the pace and accuracy of their decoding and the quality of their reading comprehension (Zhang, 2016). Specifically, the Common Core State Standards state that 1st graders should learn and know sounds for common consonant digraphs (Cunningham, 2015, p. 172).

Materials: Digraph word/picture pull-tab cards (see Artifact 6); Phonics Inventory (adapted from Reading Success Network of the Southern California Comprehensive Assistance Center)

Procedures and Approximate Time

0-5 min	<p><i>Introduction and Explanation</i></p> <ul style="list-style-type: none">-The teacher explains that most of the time, every letter makes a sound, but sometimes two letters combine to make one special sound. He/she explains that we are going to learn about some of those pairs of letters that make one sound.-The teacher then procures the digraph word/picture pull-tab cards (hereafter referred to as "cards"). The teacher sets out the anchor cards (the larger cards) for each of the following digraphs: sh, ch, th, wh. The anchor cards feature the digraph in large print, an image of a word that begins with that digraph, and the print word that corresponds with the image. The teacher introduces one anchor card at a time, points to the digraph, says the sound that it makes out loud, asks the student to repeat the sound, and explains that the picture and word on the card begins with that digraph.
5-13 min	<p><i>Sound to Digraph Practice: Sorting</i></p> <ul style="list-style-type: none">-The teacher introduces the rest of the cards with the image revealed and the print word covered. The teacher explains that each card has a picture of a word that starts with one of the special letter pairs we just learned. The teacher explains the activity: one takes a card, looks at the image, says the word that the image depicts, and identifies the sound the word starts with. Then, one matches the sound with the correct digraph and places the card underneath the anchor card with the correct digraph. One can then remove the pull-tab to reveal the print word and verify if the card has been matched with the correct consonant digraph.-The teacher models the activity and thinks out loud to articulate his/her process.-The teacher then leads the student in guided practice, reminding the student of each step of the activity and asking the student guiding questions. As the student becomes proficient with the activity, the teacher should scale back this support and let the student engage in independent practice.
13-20 min	<p><i>Digraph to Sound Practice: Digraph Decoding</i></p>

- The teacher leaves the anchor cards out, but collects the rest of the cards and moves the pull-tab so that the print word is revealed and the image is covered.
- The teacher explains that now we will play with the cards by starting with the word and reading *the first sound* in the word. Then, the student will check to see if they have spoken the correct initial sound by removing the pull-tab and seeing the picture. The student can refer to the anchor card if they need a reminder of the sound that one of the print digraph makes.
- The teacher then leads the student in guided practice, reminding the student of each step of the activity, pointing to the initial digraph in each print word, and asking the student guiding questions. As the student becomes proficient with the activity, the teacher should scale back this support and let the student engage in independent practice.

Post-Assessment

- The teacher administers Part 3 of the Phonics Inventory at least four hours later to assess student growth.

Adaptations/Extensions

- If a student does not know any consonant digraphs prior to this lesson or demonstrates that he/she is struggling with the rigor of the lesson, the lesson can be modified by focusing on fewer digraphs.
- The teacher can increase the rigor of this lesson by removing the anchor cards that serve as scaffolds during *Digraph Decoding*. If a student has thoroughly mastered all single letter-sound correspondences and knows long and short sounds for vowels, then the teacher can also increase the rigor of the lesson by asking the student to decode the entire word during *Digraph Decoding*.

Assessment: The teacher can conduct small formative assessments throughout the two card activities by withdrawing guidance and observing the student's ability to complete portions of the activities independently. The teacher will administer Part 3 of the Phonics Inventory as a final summative assessment at least four hours after teaching this lesson, and will point to each consonant digraph and ask the student to make the sound that corresponds with the digraph.

Lesson: Sight Words

Grade Level: Kindergarten

Date: March 12, 2016

Duration: 20 minutes (one-on-one session)

Lesson Objective: Student will learn 2-5 new sight words. Student will be able to recognize and read the new sight words.

Rationale: Adams (2011) encouraged teachers to teach sight words to students early in a child's literacy education (p. 19). He noted that many high frequency words are irregular and cannot be decoded by blending the letters' most common sounds; accordingly, students must learn to recognize these words by sight (Adams, 2011, p. 19). Helman & Burns (2008) added that a robust sight word vocabulary allows students to invest their "mental energy" on comprehension rather than decoding and lays the foundation for further vocabulary acquisition (p. 14).

Materials: Sight word flashcards (8); familiar books at or below grade level; pencil or removable stickers; Dolch Sight Word Assessment (adapted from resources from blog.maketaketeach.com)

Procedures and Approximate Time

0-5min	<i>Introduction and Explanation</i> -The teacher will explain that sometimes when we encounter words, we sound them out to read them; other times, there are words that we use so often that we want to learn them by heart and read them without having to sound them out. The teacher explains that today we will learn some words so that we can see them and say them right away without even sounding them out.
5-8min	<i>Sight Word Introduction: Flashcards</i> -The teacher will procure the flashcards and introduce the student to each sight word one by one. He/she will pick one up, point at the word, say the word aloud, and ask the student to say the word aloud afterwards. The teacher can repeat this several times, and will ask the student to use the word in a sentence to check for understanding of the word's meaning. The teacher will continue this until each word has been introduced.
8-14min	<i>Sight Word Practice: Flashcards</i> -The teacher will lead the student in guided practice with the flashcards. Each time the student sees a flashcard, the student will see the word, say it out loud, spell it while pointing at each letter, and say it again. -First, the teacher will use a call and response method. That is, the teacher will model each step and then the student will copy the teacher. -Second, the teacher and the student will complete each step together. -Finally, the student will complete each step independently. -If the student masters the words quickly, he/she can work to increase the speed with which they read and spell the words.
14-20min	<i>Sight Words in Context: Word Hunt</i> -The student will choose one of their new sight words and engage in a word hunt using a familiar book. The student will use a pencil or removable stickers to mark the places in

the book where the sight word appears. This can be repeated for additional sight words if time allows.

Post-Assessment

The teacher will administer the Dolch Sight Word Assessment at least four hours after teaching the lesson.

Adaptations/Extensions:

-If a student is struggling to learn the sight words, the teacher can use fewer sight words in the lesson to allow the student to have more repetition with fewer target words.

-If a student quickly masters the target sight words, they can practice writing the words on paper or a white board, or building the words with letter tiles.

Assessment: The teacher can conduct small formative assessments throughout the two flashcard activity by monitoring the student's speed and accuracy during guided practice and independent practice. The teacher will administer the Dolch Sight Word Assessment as a final summative assessment at least four hours after teaching this lesson, and will point to each word and ask the student to say the word aloud without sounding it out if they are able.