

Long Vowels: Closed/Open Syllable Types 1 & 2 (CI/O)

VC/CV and V/CV Syllable Patterns 1 & 2
(ra/ven, Ve/nus, si/lo, hel/lo, mu/sic)

Card Pack #2, 4, 10, 14, 19 Decodable Reader #28

Object Ideas:

house with door from Masters or IOG

Literature Ideas:

- *Aesop's Fables*
- *No, David!* by David Shannon
- *Go, Dog. Go!* by P. D. Eastman
- *Olivia Series* by Ian Falconer
- *Lon Po Po: A Red-Riding Hood Story From China* by Ed Young
- *Abiyoyo* by Pete Seeger
- *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* by Duncan Tonatiuh



Notes

- Use the Comprehensive Flip Chart for the steps on how to teach each part of IMSE's Lesson Plan.
- This was taught in kindergarten, but it should be reviewed in 1st grade or with older students.
- Reminder: Students should state both sounds they know for the vowels during the Visual part of the Three-Part Drill. They should state the short sound first, and then state the long sound. The teacher can provide the visual cue of a bent left arm (to represent a closed door) and then an extended left arm (to represent an open door).
- In the Auditory/Kinesthetic part of the drill, students only know one way to spell each of the long vowel sounds.
- In the Blending part of the drill, be sure to occasionally remove the final consonant to open up the vowel sound to practice an open syllable (long vowel).
- Pull out the 5 vowel cards: #2, #4, #10, #14, and #19.
- The Vowel Intensive is only for short vowel sounds; do not include long vowels in that drill.

- Take note of the sounds of /ōō/ and /yōō/. Syllabication starts this week.

U
/yōō/ vs. /ōō/ spelled with the letter U

When the following letter precedes the long u sound, it is pronounced:

Letter	Sound
u	u
tu	u
tu	u
tu	u
tu	u
tu	u
tu	u
tu	u
tu	u
tu	u
tu	u

Use U cards, when they begin a syllable, in a pronounced /ōō/ regardless of any preceding letter. For example: *groom, rug, blue, huge, unique, rug, huge, unique.*

When it is not to a long u, the /u/ makes a /y/ or /i/ sound in addition to any other sound it has. For example, the syllable /y/ starts in a syllable.

Closed/Open and Syllable Division
Students learn syllabication of multisyllabic words.

Syllable type cards: (2 of 6)

- Closed (cl)
- Open (o)

Syllable patterns (2 of 4)

- VC/CV
- V/CV

Materials needed:

- Sample of doors - to teach closed/open
- Sample of words
- Highlighter
- Syllable Division Word Book

- Start with /yōō/. Then teach /ōō/ as students begin to encounter words with that sound. When the “u” card comes up in the Visual Drill, students say: /ū/ /yōō/ /ōō/.

Phonological Awareness:

Materials Needed:

tokens, sound boxes, one-minute activities, or Zgonc PA book

Use the PAST assessment to determine a starting point for instruction. Incorporate daily phonological awareness activities by using Zgonc’s tiered activities and/or Kilpatrick’s One-Minute Activities in *Equipped for Reading Success*.

Phonemic awareness warm-up: Use tokens (or letter tiles once concepts have been taught) and sound boxes to do a quick phonemic awareness activity that ties in with the new concept, if appropriate.

Three-Part Drill

Materials Needed:

review cards, sand, blending board, vowel tents or sticks

Do this at least 3x per week. Use the Flip Chart for steps. Include the new concept after Day 1.

- Vowel Intensive: Use the Flip Chart for steps.
 - Do the Vowel Intensive with all 5 vowels.

V	VC	CVC
a	ag, ap, ab	lat, cad, zan
e	et, en, eb	zeg, ren, med
i	ig, ib, im	lin, hib, fid
o	ob, ot, oz	rom, hob, cog
u	un, ud, ub	sup, pum, dut

- **NOTE:** If students are doing well with the Vowel Intensive, (T) give an assessment with 20 CVC syllables (not real words). If students pass with 80% accuracy or better, discontinue the Vowel Intensive.
- Below is a sample script. Remember to use review concepts only.

1. **Visual:**

(T) Tell me the sounds you know for these letters.

(S) /m/, /l/, etc.

2. **Auditory/Kinesthetic:**

(T) You know two ways to spell this. (S) split trays. (T) Eyes on me.

Spell /k/. Repeat.

(S) /k/ c says /k/; k says /k/.

3. **Blending:**

(T) Tell me the sound for each letter as I point. Then blend the sounds together to read the word or syllable. Give me a thumbs up if it is a real word.

(S) /mmm/ /ððð/ /mmm/ *mom* (thumbs up)

**Alternative:*

(T) Watch me first. /mmm/ /ððð/ /mmm/ *mom*

(T) Do it with me. (T&S) /mmm/ /ððð/ /mmm/ *mom*

(T) Your turn. (S) /mmm/ /ððð/ /mmm/ *mom* (thumbs up)

***Vowel Intensive:** Model the visual cue while calling out the sound. Students will do the visual cue as they repeat the sound. Students will then hold up the vowel tent while stating the letter name and sound.

- (T): Eyes on me. The sound is /ă/. Repeat.

- (S): /ă/ a says /ă/



Teaching a New Concept

Materials Needed:

concept card, screen, green crayon, object, sand, decodable readers, literature, P/G chart

Introduce on Monday, and practice daily.

1. (T) Shows the new concept card(s).
 - a. (T) Shows all 5 vowel cards.
 - i. Remind students of the sounds they know for these letters. Review each of the short vowels while doing the hand gestures.
 - ii. Inform students that today they are going to learn (or review) another sound for these letters. Sometimes these letters say their name. Sometimes “a” just says /ă/, “e” says /ĕ/, “i” says /ĭ/, “o” says /ō/, and “u” says /yōō/. (S) Repeat each sound.
 - iii. Tell students that today they will learn when to make the short sound and when to make the long sound (where the vowel just says its name).
 - b. (T) Reminds students that vowels are voiced sounds.
 - c. (T) Reminds students where to find the vowels in the alphabet.



Word Dictation

Materials Needed:

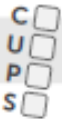
fingertapping hand, dictation paper, pencil

Practice daily. Use the Flip Chart to follow the steps for word dictation.

Day 1:	1. alto	2. banjo	3. veto	4. combo	5. even
Day 2:	1. ditto	2. unit	3. goblin	4. iris	5. open
Day 3:	1. zero	2. velvet	3. hippo	4. jumbo	5. humid
Days 4-5:	basin, candid, combat, cupid, ego, gumbo, gusto, halo, hello, hiccup, jello, lasso, latex, limbo, mascot, motto, muffin, napkin, omen, polo, rabbit, raven, robot, submit, tempo, tennis, thesis, upset				

- Below is a sample script for word dictation.


- (T) States word: *bathtub*. Uses it in a sentence: Clean out the *bathtub*. (Pounds each syllable) *bath/tub*.
- (S) State while pounding each syllable: *bath/tub*.
- (T) Models fingertapping, if needed. First syllable: (Pounds) *bath*. (Fingertaps) /b/ /ă/ /th/. (Pounds) *bath*.
- (S) State first syllable while pounding: *bath*. (Fingertap) /b/ /ă/ /th/. (Pound) *bath*. Write the letters known for the sounds.
- (T) Second syllable: (Pounds) *tub*. (Fingertaps) /t/ /û/ /b/. (Pounds) *tub*.
- (S) State second syllable while pounding: *tub*. (Fingertap) /t/ /û/ /b/. (Pound) *tub*. Write the letters known for the sounds.
- (T) When yours looks like mine, rewrite the word.
- (S) Rewrite.
- Repeat the process for each word.
- (S) Read the list of words multiple times to build automaticity.



Sentence Dictation

Red Words are underlined. Students can fingertap the green words. Use the Flip Chart to follow the steps for sentence dictation.

- Give the rabbit a bit of catnip.
- The hero was at the hotel.
- Polo is not as fun as tennis.
- Dennis will get the banjo.
- Do not dip the napkin in there.
- The muffin is done.
- Tom will submit the bill.
- The shot upset the bobcat.



Weekly Red Words

Materials Needed:

screen, red crayon, red word paper

Introduce on Tuesday, and practice daily. Use the Flip Chart for steps.

New:	Review:	New Read-Only:	Review Read-Only:
there, done	were, does, some, good	help	our

Steps for Teaching a New Red Word:

- (T) States the word. (*there*)
- (T&S) Use tokens to determine how many sounds are in the word. (/TH/ /ā/ /r/; 3)
- (T&S) Discuss how we would expect to spell each sound as the teacher writes the grapheme(s) correctly. Identify what is unexpected or irregular about the spelling of the word. It could also be expected, but the concept hasn't been taught yet.
- (T&S) Discuss the etymology of the word, if appropriate (lexical words). Visit www.etymonline.com for more information on the word.
- (T) Defines the word, and writes a sentence using the word.
- (T) Writes the word on Red Word paper with the screen underneath, using red crayon.
- (S) Write the word on Red Word paper with the screen underneath, using red crayon.
(S) Show the word to the teacher.
(**NOTE:** The teacher should have students chunk the word if it has more than four letters.)
- (T&S) Stand up, holding the Red Word in the nondominant hand. Armtap word while naming each letter. Then “underline” the word by sweeping left to right while stating the word, 3x. (**NOTE:** Left-handed students will place their left hand on their right wrist. They tap to their right shoulder. Underline from wrist to shoulder. Right-handed students place their right hand on their left shoulder. They tap to their left wrist. Underline shoulder to wrist.)
- (T&S) Trace crayon bumps with the pointer finger while naming the letters, 3x.
- (T&S) Place the screen over the paper and trace the word with the pointer finger while naming the letters, 3x.
- (S) Turn paper over. With red crayon, write the word without the screen one time, and hold up the word for the teacher to check. (S) Write the word two more times.
- (S) Write an original sentence in pencil and underline the Red Word with a red crayon. (**NOTE:** The sentence can also be dictated by the teacher while the student writes or dictated by the student while the teacher writes it.)
- Repeat the steps for *done*. (/d/ /ü/ /n/; 3)