Lesson Card Features | Page 1

A Phonics Focus and Comprehension Focus -----

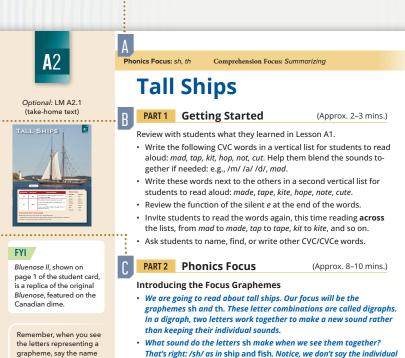
The Phonics Focus and the Comprehension Focus are shown here.

B Part 1: Getting Started

This portion of the lesson provides an opportunity to review what was learned in the previous lesson, helping to consolidate learning for students.

Part 2: Phonics Focus

This lesson text guides you in leading students through pages 1 and 2 of the student card. It begins with text to support you during the Introducing the Focus Grapheme(s) and Activating Prior Knowledge sections of the lesson, which correspond to page 1 of the student card. Guidance for supporting students during the Reading Words in Context section (reading the decodable passage) is also provided.



N FLUENCY TIP

1

letters.

Reading the Word Lists with students—multiple times—will help develop automaticity with these words, leading to increased fluency with the decodable passage on page 2.

of each letter. For sh say the letter names, s-h.

When you see forward

phoneme, such as /sh/, say the sound and not the

slashes indicating a

nultiple
develop
th these
to
cy with
passage

can you think of that include the digraph th?

The th in these words is voiceless.

sounds of the letters: /s/ /h/. We say /sh/.

Look at the Word List for sh. Which words begin with sh? (ship,

Look at the letters th. What sound do these letters make? (/th/)
 Look at the pronunciation guide. There are actually two ways to

ships, shore, shape) And what words do you see that end with the

letters sh? (wish, fish) Can you think of any other words with the

digraph sh at the end? Discuss the suffix -ing at the end of fishing.

pronounce these letters, but both sound very similar. Listen to the

your hand on your throat, over your vocal cords, and say them with me: the, there, they. When we say these words, we feel a bit of a

words the, there, and they. In these words, the th is voiced. Put

Now listen to the sound made by the letters th in thin, bath, and

with. Put your hand over your vocal cords and say them with me:

thin, bath, with. Do you feel a vibration when you say the th? No.

Let's read the words on the Word List for th. Then: What other words

vibration when we say the th, so we call it a voiced sound.

.. D Margin Notes

Most lessons include either a Fluency Tip or a Vocabulary Tip to support fluent reading or a Vocabulary Tip to support comprehension. In addition, there are sometimes Extension, Differentiation, or FYI notes.

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Part 3: Foundations of Reading

This section of the lesson guides you through page 3 of the student card. You read the shared reading passage to students, and support them in applying a foundational reading strategy to aid comprehension.

Activating Prior Knowledge

Use the prompts on the card to engage students in discussion.

Reading Words in Context: Tall Ships

- · Let's turn to page 2 of the card. Read the High-Frequency Word List with me. Read this list together. Now, reread the list to yourself.
- Ask students to look in the text to find the words sail (used as a verb) and sails (used as a noun). Discuss the meaning of these words. Point out the letters ai, which say /ā/ (usually in the middle of a word).
- Okay, now I want you to read page 2 to yourself. While the group reads silently, ask one student to read aloud to you.
- After reading, ask students to orally summarize the passage. To provide support, ask them to explain the main idea of the text (tall ships) and the supporting details (purposes and parts of tall ships).

PART 3 Comprehension Focus (Approx. 6–8 mins.)

Shared Reading: An Adventure to Remember! Read the text on page 3 to students, pausing periodically for discussion. Then, invite students to read some of the text with you.

- · Ask students to orally summarize what they learned from this passage. Explain that a summary restates the main points of a text, using one's own words. Support students as necessary.
- After summarizing, ask: What is the connection between the text on page 2 and the text on page 3? (Both texts are about tall ships. The text on page 2 is about the broad topic of tall ships. The text on page 3 provides a description of a tall ship experience.)

PART 4 Application

(Approx. 6-9 mins.)

Read the instructions on page 4 of the card with students. They can complete these activities in their notebook

Word Study: Word Hunt

sh /sh/			th /th/		
<u>sh</u> ip	<u>sh</u> ore	<u>sh</u> oreline	<u>th</u> is	pa <u>th</u>	Nor <u>th</u>
<u>sh</u> ips	<u>sh</u> ape	fre <u>sh</u> water	<u>th</u> ey	ga <u>th</u> er	bo <u>th</u>
fi <u>sh</u> ing	wi <u>sh</u>	<u>sh</u> own	<u>th</u> e	<u>th</u> ere	<u>th</u> rough
fi <u>sh</u>	leader <u>sh</u> ip)	wi <u>th</u>	<u>th</u> at	<u>th</u> ese
			<u>th</u> ree	you <u>th</u>	

Comprehension

The oral summarizing completed earlier in the lesson provides scaffolding for this written summary. You may choose to craft one sentence together before students write independently. Remind students to use their own words.

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Tall Ships

FYI

If your group is small, you may choose to discuss questions and summarize the reading passages together. If the group is large or one student tends to dominate, ask students to discuss with a partner first, so they all have the opportunity to participate.

Texts about tall ships ideally include thei and the trade of enslaved people. The passage on page 2 of the student card is intended only as a brief introduction to tall ships, suitable for the target audience of this resource.

EXTENSION

You may want to further review CVCe words and have students find examples in the text on pages 2 and 3. Discuss the words as students find them. (Some, such as poles, ropes, lakes, and likely, have a suffix).

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Part 4: Application

The final section of the lesson addresses page 4 of the student card. Guidance and/or answers are provided for both the Word Study and Comprehension activities (where appropriate).