

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.

C 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.

A2

Optional: LM A2.1
(take-home text)



FYI
Bluenose II, shown on page 1 of the student card, is a replica of the original Bluenose, featured on the Canadian dime.

Remember, when you see the letters representing a grapheme, say the name of each letter. For *sh* say the letter names, *s-h*. When you see forward slashes indicating a phoneme, such as */sh/*, say the sound and not the letters.

D FLUENCY TIP
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.

1

A
Phonics Focus: *sh, th* Comprehension Focus: *Summarizing*

Tall Ships

B PART 1 Getting Started (Approx. 2–3 mins.)
Review with students what they learned in Lesson A1.

- Write the following CVC words in a vertical list for students to read aloud: *mad, tap, kit, hop, not, cut*. Help them blend the sounds together if needed: e.g., /m/ /a/ /d/, *mad*.
- Write these words next to the others in a second vertical list for students to read aloud: *made, tape, kite, hope, note, cute*.
- Review the function of the silent *e* at the end of the words.
- Invite students to read the words again, this time reading **across** the lists, from *mad* to *made*, *tap* to *tape*, *kit* to *kite*, and so on.
- Ask students to name, find, or write other CVC/CVCe words.

C PART 2 Phonics Focus (Approx. 8–10 mins.)
Introducing the Focus Graphemes

- We are going to read about tall ships. Our focus will be the graphemes sh and th. These letter combinations are called digraphs. In a digraph, two letters work together to make a new sound rather than keeping their individual sounds.*
- What sound do the letters sh make when we see them together? That's right: /sh/ as in ship and fish. Notice, we don't say the individual sounds of the letters: /s/ /h/. We say /sh/.*
- Look at the Word List for sh. Which words begin with sh? (ship, 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.*
- Look at the letters th. What sound do these letters make? (/th/)*
- Look at the pronunciation guide. There are actually two ways to pronounce these letters, but both sound very similar. Listen to the words the, there, and they. In these words, the th is voiced. Put 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 vibration when we say the th, so we call it a voiced sound.*
- 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. The th in these words is voiceless.*
- Let's read the words on the Word List for th. Then: What other words can you think of that include the digraph th?*

Tall Ships

©P

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.

Lesson Card Features | Page 2

A 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.

A2 Tall Ships

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.)

B 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/		
ship	shore	shoreline	this	path	North
ships	shape	freshwater	they	gather	both
fishing	wish	shown	the	there	through
fish	leadership		with	that	these
			three	youth	

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.

©P

ISBN: 978-0-13-545374-2

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 their connection to colonization 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).

2

B 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).