

Unit 5 | Lesson 1

Materials	
What Is a Heart Word Animation (located in Resources in Other Languages in the EL Resource Hub) Letter and Color tiles for i and s . English Picture Vocabulary Card – Heart Word card (download from EL Resource Hub)	
Instructional Objective	DESCRIPTION
The English learner student will be able to identify and read the Heart Word (sight word) is .	The English learner will be able to recognize and know how to decode the Heart Word is .
Functional Objective	DESCRIPTION
The student will be able to understand the purpose for identifying and using Heart Words (sight words) in the English language.	To understand the function and purpose of Heart Words when reading.
Cultural Objective	
The teacher will use the concept of family, held in high regard in many cultures, as a way to provide context and meaning for what is often an unfamiliar concept in instruction – Heart Words (Sight Words). Many language structures do not teach using the concept of Sight Words or Heart Words. Understanding the need for this, due to irregularities in the English language, is just as important as learning the words themselves.	

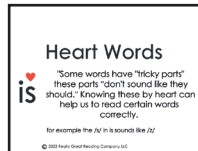
Sociocultural Component

Providing relatability when learning a new concept is just as important as the instruction of the concept itself. Research shows that when existing connections are made and attached to new skills or concepts, the new information gets stored in the long-term memory as opposed to the short-term one. Taking the time to provide meaning behind certain concepts through relatable content enables more long-term learning and deeper connections to the new concepts and skills being acquired.

Begin Lesson

Say:

- "In previous lessons, you learned all about blending sounds into real and silly nonsense words.
- Today, we are going to be learning about one more special kind of word, Heart Words.



- Let's watch this animation together and learn all about Heart Words."

Do:

Show the What Is a Heart Word animation in your student's native language. *(The animation is located in the EL Resource Hub under Resources in Other Languages. Play the 3-minute video in your student's native language. The video script button allows you to see the script in English. There is also an English version provided for the teacher in Resources in English under Instructional Animations > Culturally Responsive Animations. If the animation is not provided in the native language needed, proceed to play the English "What Is a Heart Word" animation for your student.)*

Say

- "In English we practice putting together a lot of letters and their sounds to read new words. Some words in English have special parts that are a little different. Words like this are known as Heart Words. Say it with me, 'Heart Words.'
- Just like we recognize our family and the people we love and carry in our hearts, we can recognize Heart Words with their special parts!
- Remember how we build and read our words by finding the sound for every letter? We read Heart Words in the same way. The only difference is that Heart Words have some tricky parts, some letters that don't make the sounds they should.
- We have to carry these tricky parts in our hearts; we have to remember them.
- Let's look at a Heart Word with a tricky part – **is**."

Do:

Place the letter tiles **i** and **s** on the table.

Say:

- "Let's make the sounds for the letters in this word.
- The first letter is **i** and it makes the short vowel sound /ɪ/ (place a red color tile above the letter **i** tile).

Ask "What sound does **s** make?" (**A:** /s/)

Say "That is right, great job! It makes a /s/ sound!"

If the student cannot identify the sound for the letter **s, we recommend returning to previous units and practicing letter-sound correspondence as well as building real and nonsense CVC words with letter and color tiles repeatedly before revisiting this Heart Word lesson.*

Say “We know that the letter **s** makes the sound /s/, but WAIT! In the word **is**, /ɪ/ /z/, that **s** sounds like a /z/ sound.”

Ask “Is /z/ the sound the letter **s** usually makes?” (**A:** no)

Say:

- “That’s the part we have to remember in our heart! *(Place the heart picture card above the letter **s**.)* It is tricky because it doesn’t sound like it should!
- This is a Heart Word because the **s** makes a sound we don’t expect, /z/! It is one we have to remember.
- Let’s read it with its tricky part. Ready, /ɪ/ /z/, **is** *(touch the red color tile and then the heart emphasizing the different **s** sound).*
- Great job! You learned that a Heart Word is a word that has a letter or letters that don’t sound like they should. They are special words with parts you will have to remember, because they have letters with tricky sounds!”

Unit 5 | Lesson 2

Materials	
Letter and Color tiles for the words is and to . English Picture Vocabulary Card – Heart Word Notecard with to written on it	
Instructional Objective	DESCRIPTION
The English learner student will be able to identify and read the Heart Words is and to .	The English learner will be able to recognize and know how to decode the Heart Words is and to .
Functional Objective	DESCRIPTION
The student will be able to apply their understanding of Heart Words when reading them.	To understand that Heart Words (Sight Words) have “tricky” parts that need to be remembered for accurate reading and spelling.
Cultural Objective	
The teacher will continue to use the cultural context and importance of family to provide relatability and connection in needing to “keep in our heart” and remember the special parts in Heart Words (Sight Words) when reading.	

Sociocultural Component

Research shows that when existing connections are made with new skills or concepts, new information can be more immediately and accurately understood. Taking the time to explain the meaning behind certain concepts enables longer-term learning and forms deeper connections with otherwise foreign concepts and skills being learned.

Begin Lesson

Say:

- "In our last lesson, we learned all about Heart Words and how they sometimes have tricky parts with letters that don't sound like they should.
- We've already learned the Heart Word **is**. (*Display the word **is** found on the back of the Heart Word picture card.*)
- We know that the sound for the letter **s** is usually /s/, but in this Heart Word, it has a different sound!"

Ask "Do you remember what tricky sound the letter **s** makes in this Heart Word?" (**A:** /z/)

Say:

- "That's right! The letter **s** in the Heart Word **is** makes the sound /z/! This is tricky because it doesn't sound like it should!
- Now, we are going to learn another Heart Word, and it has a tricky part just like the Heart Word **is**."

Do:

Show the word **to** on a note card or written on a piece of paper with a heart over the letter **o**.

Say:

- "This Heart Word is **to**.
- Let's build the word and look out for its tricky part! Ready?
- First, we need the color and letter tiles for the consonant letter **t** and the vowel letter **o**.
- The first letter in the word **to** is **t** and it makes the sound /t/. (*Place a color tile above the **t** letter tile as you make the sound.*)
- The next letter is **o**. This is the tricky part because the vowel letter **o** doesn't sound like it should! What sound should the **o** make? (**A:** long or short o vowel sound)
- That is right, but in this one the **o** doesn't sound like it should! It makes the sound /ō/ in the word **to**. This is the tricky part, the part we have to remember in our heart! (*Place the Heart Word picture card above the **o**.*)
- This Heart Word **to** is read as /t/ /ō/, **to**!" (*Touch & Say as you read the word.*)
- "Great job! Now we have learned about two Heart Words – **is** and **to**. Always remember the words with sounds that don't sound like they should are Heart Words (Sight Words) we have to remember in our hearts!"

Unit 5 | Lesson 3

Materials	
Heart Word Activity sheet (download from EL Resource Hub under Printable Resources) Notecards/whiteboard and pencil/marker	
Instructional Objective	DESCRIPTION
The English learner student will be able to identify and read the Heart Words is and to independently.	The English learner will be able to recognize and know how to decode the Heart Words is and to independently.
Functional Objective	DESCRIPTION
The student will be able to apply their understanding of Heart Words when reading Heart Words using memorization of "tricky" letters that don't sound as expected.	To understand the purpose and application of Heart Words when reading.
Cultural Objective	
The teacher will continue to use the cultural context and importance of family to provide connection of remembering Heart Words by carrying them inside your heart.	

Sociocultural Component

Research shows that taking the time to explain the meaning behind certain concepts enables longer-term learning and forms deeper connections with new concepts and skills in a new language or in new surroundings. Providing purpose to practice enables active learning to occur.

Begin Lesson**Say:**

- "Now you know what Heart Words are and how to remember their tricky parts!"
- "You already learned the Heart Words **is** and **to** and that they have tricky parts we must remember in our hearts because some letters don't sound like they should!"

Ask "Do you remember which parts of the words **is** and **to** we have to remember and carry in our hearts?" (**A:** the /z/ sound in **is** and the /ōō/ sound in **to**)

Say "Right! I am going to write the word **is** and **to** on a notecard/whiteboard. I want you to make the sound for each letter and draw a heart over the part that you have to remember by heart!"

Do:

Write and review each word individually, allowing the student to independently make the sounds for each letter and identify the "tricky part." (*Use this practice to informally assess their understanding of the purpose and function of a Heart Word.*)

Say:

- "Great job! When words in English have tricky parts that don't sound like we think they should, we will have to remember them in our hearts!"
- "Let's look at some other Heart Words with tricky parts. I am going to write the word and say it and then together we are going to make the sound for each letter and find which is the tricky part we have to remember by heart! (*Use the Heart Word outline worksheet found in the EL Resource Hub under Resources in English > Printable Resources and practice 2–3 Heart Words (Sight Words) based on the words currently being used and seen in the classroom within the general curriculum.*)"
- "Great job! Now you know which tricky parts to remember when reading these special Heart Words."