

Unit 2 | Lesson 1

Materials	
Phonics Kit	
Instructional Objective	DESCRIPTION
The English learner student will understand that each grapheme (spelling) represents a phoneme (sound) in the English alphabet.	Depending on the language your student speaks, they may or may not be able to understand every letter or symbol representing one sound. Ensuring that your English learner connects every letter to its corresponding speech sound is critical for building their ability and confidence in reading beginning English words.
Functional Objective	DESCRIPTION
Your student will become familiar with understanding what letter and color tiles represent and how they correlate with letter and sound.	As your English learner student is learning the sounds of new letters, it is important they understand that each letter represents a sound. Pre- or reiterated exposure to letter tiles and color tiles will boost your student's confidence as they recognize each letter's function when reading new words.
Cultural Objective	
The teacher will gauge interactive expectations when it comes to US cultural norms during instruction. In some cultures, students might be expected to listen quietly rather than engage in discussion, as speaking up could be seen as impolite. The teacher will intentionally encourage and ease students into teacher-student interaction, teaching new expectations during instruction.	

Sociocultural Component

When introduced to new environments, people often experience a lack of security in understanding just what to do and how to do it. Our body's natural response to this is a safety mechanism known as "camouflage" or "blending in." When introduced to a new and different cultural or social setting, students may be more hesitant to participate or even try out of fear of "standing out" through error. Keep in mind that many times your English language learner does not have the advantage or background knowledge that a native English speaker has in language or culture when it comes to easily or quickly understanding what is being asked or how to go about it. Pre-exposure for the sake of building context, in smaller more individual settings, will give your students confidence and provide for background knowledge that native English speakers already possess.

Begin Lesson**Say:**

- "In this unit, we will talk about the sounds that letters make!
- We already talked about vowel and consonant letters in the alphabet.
- Did you know that each of those letters has its own sound?
- Today, we are going to be looking at the letters **m**, **s**, and **t**.
- Let's pull them out of our kit and place them in a row."

Ask "Do you think you can find these letters and put them on your working board?"**Say** "Great job! These are letter tiles. The letters on these tiles are black."**Ask** "Do you remember if these black letters are from the great big consonant family or the small vowel family?" (**A:** *big consonant family*)**Say** "That's right! The black letters are from the big consonant family."**Do:****Point to** the color tiles in the phonics kit.**Say** "Look at all these colorful tiles! Guess what? Each letter from the consonant family gets a colorful tile! These red color tiles are special for the vowel family letters, but the consonant family letters get to choose any of the other colors!"**Ask** "Would you like to pick out one special color for each of the letters **m**, **s**, and **t** tiles?"**Student(s) choose** one color tile for each of the three tiles. (Should the student have limited understanding, pull the color tiles for them and place them in a row above the row of the letter tiles **m**, **s**, and **t**.)**Say:**

- "Let's take each color tile you chose and put them above their letter tiles. (*Motion to the color tile's location by pointing above each letter tile.*)
- Great job! Each of these letters has a special name (*point to each and say 'm, s, t'*), and each of them makes their own special sound (*touch each color tile above the letter tiles as you say /m/, /s/, /t/*).
- We will be learning about each of these letters and the sounds that they make in the next few lessons."

Say "Remember that each of these color tiles represents the sound (*pick up the color tile and hold it next to your ear*) that your letter makes (*point to the letter tile*)."**Do:****Line up** the **m**, **s**, and **t** letter tiles with a color tile above it. Touch each letter and then say the sound – have the student(s) do the same as you conclude the lesson.**Say** "Great job! Now you know that every letter (*point to letter tile*) has a sound (*point to color tile*) and that we use our special color tiles for every sound we hear in a word!"

Unit 2 | Lesson 2

Materials	
Phonics Kit Notecards with m, s, t in written form English Picture Vocabulary Cards for m, s, t (download from EL Resource Hub)	
Instructional Objective	DESCRIPTION
The English learner will grasp that each grapheme (spelling) corresponds to a phoneme (sound) and will be able to associate each letter sound with words that begin with that sound.	This lesson will help ensure that your English learner understands the most basic principles of letter-sound correspondence when identifying their beginning sounds in English words.
Functional Objective	DESCRIPTION
The teacher will familiarize the student with beginning English vocabulary words that focus on beginning sounds.	As your English learner student is learning the beginning sounds of new letters, they are also learning what those words mean. Tying beginning sounds to letters and their pictures will enable your English learner to make sense of each word, deepening the connection between sound, letter, and new vocabulary. The vocabulary words in this lesson are typical beginning words that your student(s) will be seeing as they learn to read in English.
Cultural Objective	
The teacher will help students learn beginning English words by relating them to familiar vocabulary from their native language, aiding their understanding of these words in context.	

Sociocultural Component

Pre-exposure and repetition help the unfamiliar become familiar. This is especially important for creating a positive environment for your English learner student and making them feel more comfortable in a surrounding where they don't necessarily understand everything that is being said. Familiarity within unfamiliar social and cultural settings gives an immediate sense of comfort and ease, enabling authentic reactions and interactions to occur. It's important to respect the student's own language and culture to provide for meaning and purpose as they learn a new language and culture in English settings.

Begin Lesson

Say "In this unit, we will review the sounds that the letters **m**, **s**, and **t** make!"

Do:

Show the letters **m**, **s**, and **t** on flash cards.

Ask "Can you find the letters **m**, **s**, and **t** in your letter kit?"

Say:

- "I am going to touch each letter and I want you to repeat after me – '**m, s, t.**'"
- Great job!
- Each of these letters makes a special sound. Let's look at the letter **m.**"

Do:

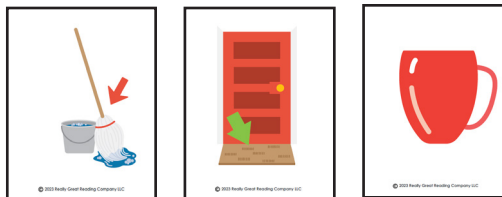
Touch the letter **m** tile and say, "the letter **m**," and then point to your mouth while articulating the /m/ sound.

Say:

- "Now you try."
- What letter is this? (*Touch the tile as you ask.*)
- That is right. This is the letter **m** and it makes the /m/ sound. Make that sound with me, /m/.
- Great job! In English, there are a lot of words that start with the sound /m/."

Do:

Pull out three of the **m vocabulary cards**, only showing the picture side. Have the student(s) repeat you as you point to each picture – **mop, mat, mug – mop, mat, mug.**



Say "Do you have any of these things at your house? Can you teach me how you say them in your language?" (*Give the student(s) time to express and teach you if they choose. This moment of connection is extremely important, as it ties in the familiar with the unfamiliar, and encourages the child to see you, as the teacher, also valuing what makes sense to them and what "they have to bring to the table" in regard to their language and culture.*)

Say:

- "Every word has its own meaning in every language! Learning the sounds each word begins with helps us remember each letter and helps us learn new words!"
- This word is /m/, **mop**. Can you say /m/, **mop**?" (*Let the student repeat and say it. If the word is pronounced incorrectly, do not correct them, apart from reiterating the beginning English /m/ sound. The goal is correct pronunciation of the beginning sound and familiarity/exposure with the word.*)

Do:

Flip the card over to the picture side and set the card next to the letter tile **m**.

Say:

- "Let's point to the letter **m** tile and make the letter's sound.
- Very good, /m/.
- The word **mop** (point to picture) starts with the letter **m**." (Point to the letter tile.)

Do:

Proceed to follow this procedure with the letters **s** and **t** using the English Picture Vocabulary Cards for **sun, sit, sad** and **ten, tap, tub**.

- *If there's enough time, teach all three letters, but if not, just focus on **m** and/or **s**. The mouth articulation for **m** and **s** are more universally natural than for **t** in many languages. The aim is to introduce the functional skills of beginning letter sounds and the new vocabulary they represent. This will build confidence and help students make independent connections during group lessons.*

Say:

- "Great job! (Say this in the student's native language if possible - see page v-ix in the Introduction to these units.) Now you know some words that start with the letters **m, s**, and **t** and the sounds they make.
- To finish up our lesson, touch each letter and say its sound." (If students need support, simply have them repeat you as they touch each letter tile.)

Unit 2 | Lesson 3

Materials	
Phonics Kit English Picture Vocabulary Cards for m, s, t (download from EL Resource Hub)	
Instructional Objective	DESCRIPTION
The English learner student will review the letters and sounds for m, s, and t and the skill of reading from left to right.	The English learner student is learning that every letter has a sound. The concept of reading words with those beginning sounds from left to right may or may not be a familiar concept. As they learn initial sounds and letter-sound correspondence, it is important to emphasize left to right reading.
Functional Objective	DESCRIPTION
Your student will become familiar with reviewing the letters m, s, and t and their sounds through explicit teaching and through the practice activity Touch & Say.	Pre-exposure to the practice routine of Touch & Say with tangible letter tiles will help your student conceptualize and recognize each letter tile while connecting it to its sound.
Cultural Objective	
The teacher will enable confident and active participation for the English language learner in group settings, as well as reiterate U.S. norms of teacher and student interactions, by way of pre-exposure and an interactive practice activity.	

Sociocultural Component

Building background knowledge is a powerful tool in providing your English learner with the same confidence and understanding that a native language speaker might have. Building background knowledge where there is none while recognizing and inquiring about where relatable concepts may exist will speak volumes to your student as you form a connection of

equal interest in his/her background, language, and culture.

Begin Lesson

Say "In our previous lessons, we have learned all about the letter names and sounds: **m**, **s**, and **t**."

Ask "Can you find the letters **m**, **s**, and **t** in your kit and set them apart?"

Say:

- "Let's put these letter tiles in a row. We have our letters, and now we need a color tile to show the sound each makes. Pick out a color tile for each consonant letter. *(If needed, this can be a great opportunity to reiterate that 'red is only used for our vowel letters' as you point to vowels on an anchor chart or in the kit.)*
- Let's touch each letter tile and say its name and its sound. Ready? **m**, /m/; **s**, /s/; **t**, /t/.
- Great job! Now let's look at some words that start with each of these letter sounds."

Do:

Show three vocabulary cards of your choice on the picture side for each letter.

Say "Let's review each of these words by saying their beginning letter sound and then the word. I will go first. Ready? *(Example: /m/, mop; /s/, sit; /t/, ten.) (Motion for the student to do the same.)* Awesome job! Now let's flip the cards over and look at each of these words!"

Do:

Point to the word on the card. Move your finger left to right as you say: "The word **mop** starts with the sound /m/. /m/, **mop**." Point to the letter **m** again. Have your student point with their own finger to the first letter and then slide their pointer finger across the word from left to right as they say the word. *(If a specific letter needs more attention than the others, you may also do the same activity with three vocabulary cards of that same beginning sound.)*

Say "Amazing! You can recognize new words, letters, and the sounds that they make! I think you are ready to play a game!"

Ask "Can you find the letters for the beginning sound(s) in your phonics kit?" *(Have the student pull out the letter tiles from the phonics kit or from a pile of letter tiles and place them on the table.)*

Say:

- "We have our letters; now we need a colorful tile for each sound that they make. Can you pick out a color tile for each **consonant** letter? *(If needed, this can be a great opportunity to reiterate that 'red is only used for our vowel letters' should the child choose that color.)*
- Let's place the color tile above the letter(s) and make the(ir) sound."

Ask "Can you choose the picture that starts with this(ese) letter(s) and their sound?"

Do:

Model placing the picture vocabulary card above or below the letter and color tile that it corresponds to.

Say "Great job practicing your letters and their sounds! You have learned a lot! Now you know the names of the letters **m**, **s**, and **t**, the sounds they make, AND different English words that start with each sound. Way to go!"