



# MLL's English Foundational Reading Lessons



Honoring and valuing all languages  
within the English learning classroom



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## **Unit 1: Identifying vowels and consonants within the alphabet**

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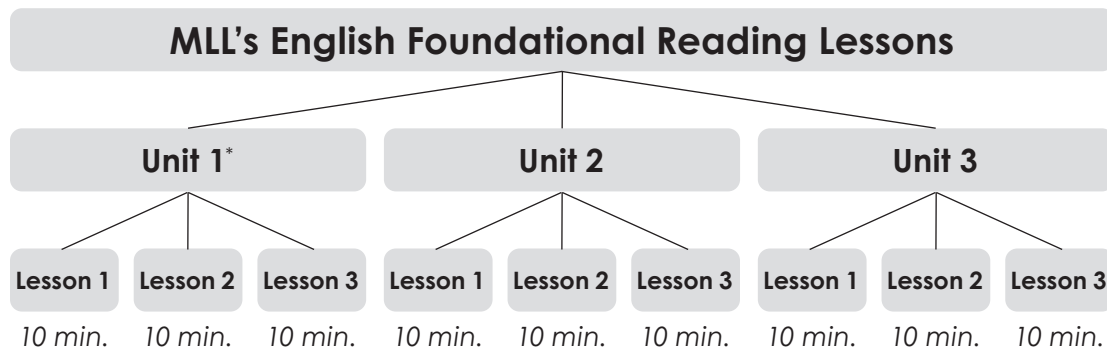
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# Unit Design

Welcome to the MLL's English Foundational Reading Lessons! These lessons are a resource available in Really Great Reading's Multilingual Supply Room and can be downloaded from Resources in English > Printable Resources. This set of 6 units teaches foundational reading skills that many English learners have not yet mastered and can be used before or alongside any general reading curriculum.



The units have been designed with EL intervention in mind. Ideally, EL small groups would meet 3-4 times a week, but realistically, many groups only meet 1-2 times per week.

Teachers can teach all 3 lessons of a unit in one week (30 min of weekly instruction) or they can teach 1 or 2 lessons per week (10-20 min of weekly instruction)

*\*Units 1-3 are used as an example here; Units 4-6 have the same design and lesson structure.*

## Small Group Options

	Option 1	Option 2	Option 3
<b>Small Group Scenario</b>	EL group meets <i>once a week for 30 minutes</i>  EL group meets <i>twice a week for 15 minutes</i>	EL group meets <i>once a week for 10-20 minutes</i>  EL group meets <i>twice a week for 20 minutes</i>	EL group meets <i>once a week for 10-15 minutes</i>  EL group meets <i>two to three times a week for 10-15 minutes</i>
<b>Lessons per week</b>	3 lessons per week  30 minutes of instruction	1-2 lessons per week  10-20 minutes of instruction	1 lesson per week  10 minutes of instruction
<b>Units per week</b>	One unit every week	One unit every two weeks	One unit every three weeks

Ideally, every unit should be taught in consecutive order within the desired pacing. However, units can be taught out of order based on the specific intervention need of the student(s).

Really Great Reading understands the reality of varying schedules and time constraints when pulling small groups. Each unit and lesson is designed to provide flexibility in supporting English Learner students for impactful instruction, no matter how much time is available each week. Units are intentionally broken into three shorter lessons so each can be divided up and taught without compromising the consistency or effectiveness of each lesson.

## Lesson Objectives

Each unit is tailor-made for the English Learner student. These supplemental lessons consider three key learning objectives and one essential component necessary for effective English Learner instruction.

### Instructional Objective

Provides a clear and concise skill of focus, which builds per lesson

### Functional Objective

Provides a relevant opportunity for applying skills to practice

### Cultural Objective

Provides relatability and connection to the skill of focus

## Sociocultural Component

Practical considerations for teaching skills that are culturally sensitive and internationally relevant

## Language Structure Considerations

**Please note:** We recommend only referencing other language structures if students already have an academic background in their native language. If they do not already have an academic background in the other language established, focus should solely be on learning new English literacy concepts without comparison. When there is no academic background from which to draw, attempting to do so can prove counterproductive for students.

Language	Basic Literary Characteristics	Teacher Connection Phrase: "Good Job"
عربي Arabic	<ul style="list-style-type: none"><li>Directional Reading: Right to Left</li><li>Sound to Symbol: 28 characters</li><li>Vowels are indicated by diacritical marks above or below consonant letters</li></ul>	أحسنْتَ a-/h/-sun-ti

Language	Basic Literary Characteristics	Teacher Connection Phrase: "Good Job"
粵語 <b>Cantonese</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right (traditionally right to left)</li> <li>Character to syllable and character to word meaning there are</li> <li>tens of thousands of characters with a few thousand, at the basic level.</li> <li>Cantonese is a tonal language-the pitch or tone in which a syllable is spoken can change word meanings.</li> </ul>	好好做 <b>how-how-dzwoah</b>
<b>Deutsch</b> <b>German</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right Letter to sound correspondence</li> <li>26 letters in the alphabet</li> <li>5 vowels - a/e/i/o/u (note- has short and long vowel sounds but only 3 long vowel sounds Ä, Ö, Ü)</li> <li>Functions similarly or like a digraph: 6 total Äu Eu Ei le Au Ch</li> </ul>	<b>gute Arbeit</b> <b>goote-au-bite</b>
<b>Español</b> <b>Spanish</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence.</li> <li>27 letters in the alphabet</li> <li>Vowels : 5 vowels -a/e/i/o/u</li> <li>Functions similarly or like a digraph: 3 total ch/ll/sh</li> </ul>	<b>buen trabajo</b> <b>bu-en-tra-ba-ho</b>
<b>Français</b> <b>French</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence.</li> <li>26 letters in the alphabet</li> <li>Vowels : 6 vowels -a/e/i/o/u/y</li> <li>Functions similarly or like a digraph: 8 total can vary based on context</li> </ul>	<b>bon travail</b> <b>von-tra-vaiy</b>
ह्रद <b>Hindi</b>	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Sound to symbol correspondence (Every symbol has a sound and sounds are connected by the vertical line at the top. The dot indicates a nasal sound)</li> <li>48 characters in alphabet</li> <li>Vowels : 11 vowels</li> </ul>	अ ा काम <b>ah-cha-kam</b>

Language	Basic Literary Characteristics	Teacher Connection Phrase: "Good Job"
<b>Italiano</b> <b>Italian</b>	<ul style="list-style-type: none"> <li>• Directional Reading: Left to Right</li> <li>• Letter to sound correspondence.</li> <li>• 21 letters in the alphabet</li> <li>• Vowels : 5 vowels -a/e/i/o/u</li> <li>• Functions similarly or like a digraph: 3 total CH/GN/GLI/SC</li> </ul>	<b>buon lavoro</b> <b>von-la-voro</b>
日本語 <b>Japanese</b>	<ul style="list-style-type: none"> <li>• Directional Reading: vertical(top to bottom vertical columns- right to left and horizontal (left to right) dependent upon context.</li> <li>• Sound to word.</li> <li>• Japanese does not have an alphabet in the western sense but instead uses three writing scripts:               <ul style="list-style-type: none"> <li>◦ Kanji (2000 common characters)</li> <li>◦ Hiragana,(46 basic characters)</li> <li>◦ Katakana (46 basic characters)</li> </ul> </li> </ul>	よくやった <b>Yoku-yat-ta</b>
<b>Kiswahili</b> <b>Swahili</b>	<ul style="list-style-type: none"> <li>• Directional Reading: Left to Right</li> <li>• Letter to sound correspondence.</li> <li>• 26 letters in the alphabet</li> <li>• 5 vowels - a/e/i/o/u</li> <li>• Functions similarly or like a digraph: 9 total ch, dh, gh, kh, ng', ny, sh, th, ng.</li> </ul>	<b>kazi nzuri</b> <b>ha-zeeg-zuri</b>
<b>kreyol ayisyen</b> <b>Haitian Creole</b>	<ul style="list-style-type: none"> <li>• Directional Reading: Left to Right (traditionally right to left)</li> <li>• Letter to sound correspondence -32 letters in the alphabet</li> <li>• 7 oral vowels: a, e, è, i, o, ò, ou. 4 Nasal Oral Vowels: an, en, on, ou.</li> <li>• Technically there are no digraphs however, nasal vowels are represented by digraphs 'an', 'en', and 'on', when they are not followed by a vowel.</li> </ul>	<b>bon travay</b> <b>bawn- travey</b>

Language	Basic Literary Characteristics	Teacher Connection Phrase: "Good Job"
普通话 Mandarin	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right (traditionally right to left) Character to syllable and character to word -</li> <li>tens of thousands of characters with 3,000 to 5,000 at the basic level</li> <li>Mandarin is a tonal language-the pitch or tone in which a syllable is spoken can change word meanings.</li> </ul>	做得好 zoo-o-duh-how
Polski Polish	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence.</li> <li>32 letters in the alphabet</li> <li>9 vowels - a/-e/-i/-o/-ó/-y</li> <li>Functions similarly or like a digraph: 7 total ch, cz, dz, dź, dż, rz, and sz.</li> </ul>	dobra robota dobta-tro-boat-a
Português Portuguese	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence</li> <li>Vowels : 5 vowels - a/e/i/o/u -12 vowel sounds</li> <li>26 letters in alphabet</li> <li>Functions similarly or like a digraph : 5 total ss,rr,ch,nh,lh</li> </ul>	bom trabalho /bom//traba/lou/
Русском Russian	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence (Cyrillic letters)</li> <li>33 letters in alphabet</li> <li>Vowels : 10 vowels</li> <li>Functions similarly or like a digraph: 6 total Ж,Ч,Ш,Щ,Й,Ь</li> </ul>	хорошая работа ha-rosha-e-ra-bota
Somali somali	<ul style="list-style-type: none"> <li>Directional Reading: Left to Right</li> <li>Letter to sound correspondence.</li> <li>26 letters in the alphabet</li> <li>5 vowels - a/e/i/o/u</li> <li>Functions similarly to a digraph: 3 total kh/sh/dh</li> </ul>	shaqo wanaagsan sha-ko-wa-tahk-son



Language	Basic Literary Characteristics	Teacher Connection Phrase: "Good Job"
<b>tagalog</b> <b>Tagalog-Filipino</b>	<ul style="list-style-type: none"> <li>• Directional Reading: Left to Right</li> <li>• Letter to sound correspondence.</li> <li>• 28 letters in the alphabet</li> <li>• 5 vowels - a/e/i/o/u</li> <li>• Functions similarly or like a digraph: 2 total Ng,Ll</li> </ul>	<b>magaling</b> <b>mug-gu-ling</b>
українська <b>Ukrainian</b>	<ul style="list-style-type: none"> <li>• Directional Reading: Left to Right</li> <li>• Letter to Sound correspondence. (Cyrillic letters) 33 letters in alphabet</li> <li>• Vowels : 6 vowels</li> <li>• Functions similarly or like a digraph: 3 total Дз Дж Ж</li> </ul>	гарна робота <b>harna-ro-bo-ta</b>

## Unit and Lesson Pacing

These supplemental lessons can be used before or alongside any general reading curriculum being used in whole group instruction. Each EL lesson's skill of focus correlates with the foundational skills that are necessary for success in most reading programs.

Each unit and lesson is designed to provide flexibility and teacher autonomy in supporting English Learner students in small group settings. Units are purposefully divided by skill into three 10-minute lessons. This is done to accommodate the time constraints many teachers face when pulling groups. The short lessons allow for concrete instruction without compromising consistency and quality during small instructional increments based on the intervention schedule. Teachers can choose to teach all three lessons consecutively to complete a unit (30 min) or one lesson at a time throughout the week (10 min).

# Using the Lessons with Really Great Reading's Programs

These supplemental lessons can be used before or alongside Really Great Reading's foundational reading skills programs (*Countdown* for kindergarten, *Blast Foundations* for first grade, and *HD Word* for second and third grade). The following guidance will help you correlate each of these EL instructional units with *Countdown*, *Blast*, or *HD Word* if you are teaching these programs. Each EL lesson's skill of focus correlates with the foundational skills that are taught in these foundational reading skills programs.

## Countdown and MLL's English Foundational Lessons Correlation

MLL Unit	Countdown Units
1	6-28
2	6-16
3	6-28
4	9-28
5	8-28
6	20-28

## Blast and MLL's English Foundational Lessons Correlation

MLL Units	Blast Units
1-2	1-3
3-5	3-10
6	4-10

## HD Word and MLL's English Foundational Lessons Correlation

MLL Units	HD Word Unit
1-6	1

## Materials

- Student phonics kits (available within RGR curriculum purchase or sold separately.)
- English picture vocabulary cards (print from Multilingual Supply Room> Resources in English>Printable Resources- under Instructional Resources)
- Notecards or index cards

## Unit 1 | Lesson 1

Materials	
Phonics Kit – Vowel letter tiles English Picture Vocabulary Cards – Vowel Family Picture Card (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will understand what vowels are and will be able to identify them as such.	It is essential for your multilingual learner to be familiar with both terminology and the use of vowels in the English language. If your multilingual learner can identify and recognize vowels and consonants in the English language, they will better understand references to them and be more confident in their daily use.
Functional Objective	DESCRIPTION
The English learner student will become familiar with and understand the purpose of red vowel letter tile manipulatives.	Apart from retaining and understanding English skills, your multilingual learner must understand how these skills are applied. Providing guided instruction on skill application will enable your English learner to understand the skill's functionality and purpose. Once your English learner student is confident in both skill and application, they can more readily and independently apply these skills in whole group settings.
Cultural Objective	
For relatability and personal connection, the teacher will make a unique connection to the identification and differentiation of vowels by relating them to the cultural construct of family and family names.	

### Sociocultural Component

Research shows that when a subject is relatable, pre-existing neural connections can be found within the brain. New information that is expounded upon, with established familiarity, is automatically and more easily stored within the long-term memory. Really Great Reading embraces student identity and culture within one's language and seeks to enable this through sociocultural connections and components that are relatable to the culture of the student being taught.

Families and their identities are often held in high regard and with great affection across multiple languages and cultures. Embedding this personal reference to new skills being acquired provides for more active connection and retention, as well as a point of understanding for the new English skill of identifying vowel letters.

## Begin Lesson

### Say:

- "In this unit, we will discuss two very special 'families' in the English alphabet!
- My name is [insert first and last name], so my family is the [teacher's last name] family.
- Do you have a family name? What is your family's name?
- Did you know that the letters in the English alphabet are made up of two families? Each family has their own name! One is a very big family, and the other is a very small family.
- The small family is known as the vowel family! Say it with me, 'vowel family.'"

### Do:

**Present** the icon side of the Vowel Family picture card.



**Say** "The vowel family is very small because it only has five letters in it. Let's count them together: 1, 2, 3, 4, 5."

### Do:

Have your student(s) identify and remove the red vowel letter tiles from the kit and place them in a row in front of you – a, e, i, o, u.

### Say:

- "The letters in this family can each be seen on a square. These squares are known as letter tiles. Say it with me, 'letter tiles.' Letter tiles from the vowel family will always be in red to help us recognize and set them apart from other letters.
- Anytime you see the red letters a, e, i, o, u, you can be sure they are a part of the small vowel family!"

### Do:

**Have student** "touch and say" each letter tile (a, e, i, o, u) that belongs to the "vowel family" after you.

**Say** "Great job (say in student's native language - see page v-ix in the Introduction to these units) observing those letters! You will recognize these letters from the vowel family as you participate in your reading activities and continue to learn in your classroom."

## Unit 1 | Lesson 2

Materials	
Phonics Kit English Picture Vocabulary Cards – Vowel and Consonant Family Picture Cards (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will understand the meaning of consonants and will be able to identify them as such.	It is essential for your multilingual learner to be familiar with both terminology and the use of consonants in the English language. If your English learner can identify and recognize vowels and consonants in English, they will be able to use them and relate to them more readily and confidently throughout each unit.
Functional Objective	DESCRIPTION
The multilingual student will be familiar with and understand the functional purpose of consonant letter tile manipulatives, which will be used throughout each unit.	Apart from retaining and understanding the English skills taught, your multilingual student works twice as hard to understand how these skills are learned and applied. Pre-exposure to skill routines will enable your multilingual learner to understand routine functionality and purpose. Your English learner student will, in turn, be able to use and practice the skills more readily and confidently within a whole group setting.
Cultural Objective	
For relatability and personal connection, the teacher will make a unique connection to the identification of consonants by relating them to the cultural construct of family and family names.	

### Sociocultural Component

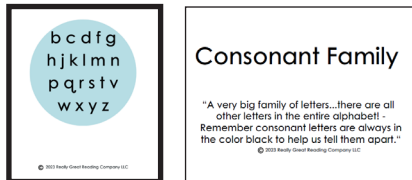
RGR embraces student identity and culture within one's language and seeks to enable this through sociocultural components embedded in each lesson. We use the concept of "family" to make the differentiation of vowels and consonants relatable in a fun, engaging, creative, and culturally relatable way.

## Begin Lesson

### Say:

- "In this lesson, we will continue to talk about the two different families in the alphabet.
- In the previous lesson, we talked about the small vowel family. Today, we will be talking about another family. This family is a very big one and is known as the consonant family.
- Say it with me... consonant family."

**Show** the icon side of the Consonant Family picture card.



**Say** "Apart from vowels, all the other letters in the alphabet are a part of the consonant family! That is why they are such a big family!"

**Point** to each of the consonant letter tiles in the phonics kit.

### Say:

- "The letters in the consonant family can also be seen on letter tiles. Letter tiles from the consonant family will always be in **black** to help us tell them apart from the vowels.
- Let's name each letter in the consonant family. (*Touch each letter tile and have students orally say the name of each consonant letter.*) That is a lot of letters! No wonder the consonant family is so big! Each of these letters is from the consonant family.
- Say it with me, 'consonant family.'
- Now you know about the two families in the alphabet! The small vowel family and the very big consonant family."

**Place** both the Vowel Family and Consonant Family picture cards side by side, so students can compare them one more time.



## Unit 1 | Lesson 3

Materials	
Phonics Kit – Vowel Letter Tiles English Picture Vocabulary Cards – Vowel and Consonant Family Picture Cards (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The multilingual student will be able to differentiate between vowel and consonant letters.	It is essential for your multilingual learner to be able to differentiate between vowel and consonant letters. If your multilingual learner can identify and recognize each letter as a vowel or a consonant in English, they will be able to read words that contain each more readily and confidently throughout each unit.
Functional Objective	DESCRIPTION
The multilingual student will be familiar with and understand the functional terminology and purpose of the practice routine of look, think, say, which will be used throughout the units.	Apart from retaining and understanding the English skills being taught, your multilingual student is also working twice as hard to understand how these skills are learned. Pre-exposure to skill routines will enable your multilingual learner to understand routine functionality and purpose. Your multilingual student will in turn be able to apply the English skills being taught more readily and confidently within the classroom.
Cultural Objective	
For relatability and personal connection, the teacher will make a unique connection to the identification of consonants and vowels by relating them to the cultural construct of family and family names.	

### Sociocultural Component

Remember that families and their identities are often held in high regard and with great affection across multiple languages and cultures. The concept of families helps the student to connect to the concepts of vowels and consonants, which is a new skill in English.

## Begin Lesson

**Say** "Now you know about the two special families in the alphabet, the small vowel family and the very big consonant family."

**Hold up** to the Vowel Family picture card and then the Consonant Family picture card.



**Say:**

- "The small family is known as the Vowels.
- Say it with me: 'vowels.'
- The big family is known as the Consonants.
- Say it with me: 'consonants.'
- Let's look at the letter tiles."

**Show** the vowel letter tiles in red with the vocabulary picture card.

**Ask** "Which family do these letters belong to? That's correct, the vowel family!"

**Do:**

**Show** the consonant letter tiles in black with the vocabulary picture card.

**Ask** "Which family do these letters belong to?" (**A:** *the consonant family*) "That's correct, the consonant family!"

**Say:**

- "We are going to play a game called Touch & Say (*touch the table or a desk with your index finger and then point to your mouth as you say 'Touch' and 'Say'*). In this game, you will practice identifying whether a letter tile is a vowel or a consonant. (*Play the Touch & Say animation from the Resources in Other Languages section of the Multilingual Supply Room before practicing with your student.*)
- When you see a letter tile, I want you to Touch the letter tile and then Say either **vowel** or **consonant**.
- Let's see how many you can recognize!" (*Model one example if needed and then practice rotating between vowel and consonant letters and have student identify each using your letter tiles.*)



## 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 <b>m, s, t</b> in written form English Picture Vocabulary Cards for <b>m, s, t</b> (download from Multilingual Supply Room)	
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:**

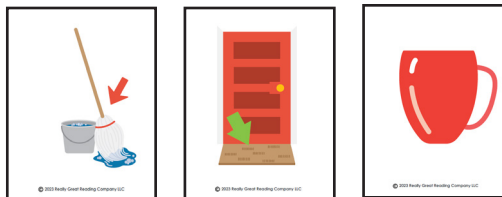
**Touch** the letter **m** tile and say, "the letter **m**," and then point to your mouth while articulating the /m/ sound.

**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 <b>m, s, t</b> (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will review the letters and sounds for <b>m, s,</b> and <b>t</b> 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 <b>m, s,</b> and <b>t</b> 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!"

## Unit 3 | Lesson 1

Materials	
Phonics Kit English Picture Vocabulary Cards for <b>m, s, t</b> (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will understand that English vowels represent two different sounds: a short vowel sound and a long vowel sound.	While vowels and their sounds are varied throughout all different language structures, vowels having a short and a long sound is a defining feature of the English language. It is because of this that they must be explicitly taught. Although we recommend focusing on establishing students' knowledge of short vowels <b>first</b> , they will be exposed to both short and long vowels, so it is important they learn this at a slower pace with awareness of this distinction.
Functional Objective	DESCRIPTION
Your student will be able to understand that vowels have two sounds.	As your English learner is learning that each letter has a sound, it is important to explicitly reiterate and explain that vowels have two sounds. We recommend focusing on short vowels first as more beginning English words contain them. However, it is important for students to be aware that a vowel can have two different sounds. This understanding helps them easily transition to using both sounds and better identify them when they are mentioned together or used in the same words in the future.
Cultural Objective	
The teacher will foster understanding and enable connection by using the "family" context to differentiate and distinguish the "small vowel family" letters.	

### Sociocultural Component

Simultaneously being aware of more than one aspect or characteristic of a certain skill is something that multilingual students are conditioned to. This is because they often flow between entirely different language structures, cultures, and social contexts in which things are often similar or entirely different. Research shows us that the multilingual brain often unconsciously exercises its muscles when it comes to understanding more than one aspect of the same concept. It is because of this that it is important not to omit or shy away from skills in the English language that may seem more difficult or confusing to the English learner, but instead to meet them head-on. Often, the English language learner will be more capable of making the differentiations necessary if these differentiations have been explicitly and literally explained early on. Pacing, however, should be slow and steady to solidify understanding.



## Begin Lesson

### Say:

- “We just learned that every letter has a sound and that those sounds can be heard at the beginning of words.
- We have practiced with our black letter consonant tiles for the letters **m**, **s**, and **t**. Each of these has its own sound, and you even got to pick different colors to represent them! You were able to pick any color except for red.”

**Ask** “Do you remember why that is?” (**A:** red is for vowel letters)

**Say** “That is right! (Or if the student does not remember, reiterate.) The red tiles are special because they belong to the ‘small vowel family.’”

**Ask** “Can you help me find the red letter tiles in our kit and set them apart? Let’s place them in a line.”

**Say** “Great job! Now I am going to touch one vowel and say its name and I want you to repeat (*point to, say the vowel name, student repeats*). Wonderful!

**Say** “Our vowel family is very small and only has five different letters: **a**, **e**, **i**, **o**, **u**. The red color and letter tiles help us remember about this small family and its five letters. What makes them special is their red color and that there are only five of them! There is one more thing that makes vowels special. Vowel letters are extra special because unlike most of the consonants, they are the letters in the alphabet that have two different sounds!” (*Hold up two fingers and place next to your ear.*)

### Do

Point to all the black letter tiles – all the other letters just have one sound. (*Hold up one finger and place next to your ear.*)

**Say** “You may already be learning more about these sounds in your classroom. For now, it is important just to know that vowels are letters that have 2 sounds – short vowel sounds (*put your hands parallel to one another with a short space in between as you say ‘short vowel sounds’*) and long vowel sounds (*slowly stretch as you say ‘long vowel sounds’*).”



**Ask** “Can you do that with your hands?” (*Slowly hold hands apart with a short distance in between making a chopping motion as you say each short vowel sound /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.*)

**Say** “Now slowly stretch your hands apart (*Stretch hands apart as you say each long vowel sound*) /ā/, /ē/, /ī/, /ō/, /ū/.”

**Say** “Just like our hands, the short vowel sounds are short and quick, but the long vowel sounds are stretched out.”

### Do:

**Point to** the letter tile **a** and **say**, “The vowel letter **a** has two sounds – /ă/ (*hands close together*) and /ā/ (*hands farther apart*).”

**Ask** "Can you hear how one sound is short, and the other is long?"

**Say** "Great job! Let's look at the next one (*point to the letter tile e*). The short vowel **e** is (*short vowel hand motion*) /ĕ/, the long vowel **e** is (*long vowel hand motion*) /ēēēēē/."

**Ask** "Can you hear how one sound is short, and the other is long?"

**Say** "Super!"

**Continue this** process for short and long vowel sounds: **i**, **o**, and **u**.

**Say** "Great job! Now you know that the vowel family is super special not only because they are small and red, but also because each vowel has two sounds (*hold 2 fingers up next to your ear*), a short sound and a long sound (*make the hand motions of short and long distance*)."

## Unit 3 | Lesson 2

Materials	
Short and Long Vowel Anchor Charts (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will be able to differentiate between short and long vowel sounds.	Short and long vowel sounds are a defining feature of the English language. It is because of this that their differentiation and pronunciation are critical as your English learner is learning how to recognize and read them within words.
Functional Objective	DESCRIPTION
The student will be able to use kinesthetic movements to reinforce short and long vowel sounds.	To actively identify the terminology of short and long vowels and the sounds they represent, it is important that your English learner student be able to differentiate and be familiar with short and long vowel sounds. This will enable the student to actively understand and make independent connections as each are used, referenced, and seen in literacy and language development.
Cultural Objective	
The teacher will enable confident and active participation by providing an explanation for each vowel sound along with their hand motion in order to provide for concrete connection. Expression through movement is very important and can make a lasting connection in general. This can also be relatable and appreciated within cultures that naturally embrace movement as an additional component of expression in communication.	

### Sociocultural Component

Movement and expression are powerful tools for communication across languages. Movement and expression attached to certain words provides for lasting and concrete meaning to be established. This is seen across multiple languages and can be beneficial for communicating or expressing oneself even when the same language is not spoken.

## Begin Lesson

**Ask** "In the previous lesson, we learned what makes the vowel family extra special. Can you remember?" (**A:** *there are only five of them and they each have two sounds*)

**Say** "Right! Vowels are extra special because, unlike most consonant letters, they each have two sounds."

**Ask** "Let's look at our vowel anchor charts."

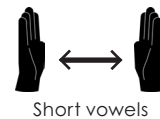
**Do:**

**Point to** the short vowel anchor chart (*these are found in your Multilingual Supply Room in Printable Resources under Resources in English*).

**Say** "This poster shows us the sounds short vowels make."

**Do:**

**Point to** the short vowel anchor chart and **put your hands slightly apart, moving them up and down in a chopping motion as you say each sound** /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.



**Ask** "Can you hear how short their sounds are?"

**Say** "Now you do it with me." (*Student will place hands slightly apart and move them up and down as they say each short vowel sound.*)

**Do:**

**Point to** the long vowel anchor chart (*these are found in your Multilingual Supply Room in Printable Resources under Resources in English*).

**Say** "This poster shows us the sounds long vowels make."

**Do:**

**Point to** the long vowels and **stretch your hands apart as you say each long vowel sound** /āāā/, /ēēē/, /īīī/, /ōōō/, /yōō yōō yōō/.



**Ask** "Can you hear how long their sounds are?"

**Say:**

- "Now you do it with me (*student will stretch hands slowly apart, stretching them out as they say each long vowel sound /ā/, /ē/, /ī/, /ō/, /yōō/*).
- We can hear each of these sounds at the beginning of words. Let's review each short vowel and their beginning sound words."

Review and take time to reiterate and/or reteach short vowel letter names, their sounds, and the words represented. (*If your student struggles with a particular short vowel, you may also only focus on that one. This explanation, which they might not get in a group setting, is crucial for their confidence and understanding when approaching vowel sounds in words.*)

Review and take time to reiterate and/or reteach any specific long vowel letter names, their sounds, and the words represented. (*If your student struggles with a particular long vowel you may only focus on that one.*)

**Say** "Great job! Now you have a better understanding of short and long vowels and how they sound."

## Unit 3 | Lesson 3

Materials	
Phonics Kit	
Instructional Objective	DESCRIPTION
The English learner student will be able to differentiate between short and long vowel sounds with a focus on short vowel sounds.	At this level, knowing that vowels have two sounds is important, but it's crucial to first establish the commonly used short vowels in basic words. Your student will only begin seeing words with long vowels after much practice decoding basic CVC words containing short vowel sounds. A strong foundation and focus on short vowel sounds, while also being cognizant of long vowel sounds, will prepare your student for the foundational skills needed when they begin to read more complex words with long vowel sounds.
Functional Objective	DESCRIPTION
Your student will be able to identify short vowel sounds using their red letter and color tiles.	Your English language learner will need a concrete application to the abstract concept of letters and their sounds. Using color tiles and letter tiles and knowing how to differentiate vowel letter tiles will further enable your student's ability to use and read them in new English words.
Cultural Objective	
The teacher will foster understanding and connection by using the "family" context to differentiate and distinguish the "small vowel family" letters.	

### Sociocultural Component

Your English language learner is learning that English letters have sounds and at the same time what each of those letters are. This can be quite the cognitive overload. Pre-exposure for the sake of building context, in smaller, more individual settings, will give your students the confidence and background knowledge that native English speakers may already have when differentiating vowels and their sounds in the English language.

## Begin Lesson

### Say:

- "Let's review our vowel letters again today. Can you find them in your kit and set them aside for me?"
- Great job!
- Let's place these red vowel letter tiles in a line.



- Do you remember something about them that makes them different from the other letters?" (**A:** *there are only five of them, they are red, and they each have two sounds; ideal answer: they each have two sounds*)

### Say:

- "That's right! They have two different sounds. *(Use hands slightly apart, and then stretch farther apart while saying, 'the short vowel sounds and the "looooong" vowel sounds.'*)
- Let's play a game! I want you to put your hands together. I am going to make a vowel sound. I want you to show me with your hands if it is short or "looooong". If you think it is a short sound, only separate your hands a little. If you think it's a "looooong" sound, stretch your hands apart farther away from one another. *(Model with an example.)* Are you ready?"

### Do:

**Make the short a sound** and check student's identification of long or short sound through their hand motion.

Continue with remaining short and long vowel sounds in random order.

*\*This task can be used as an informal evaluation on vowel sound differentiation.*

### Say:

- "Great job! *(Say this in the student's native language if possible - see page v-ix in the Introduction to these units.)* You know the difference between short and long vowels! Most of the words you are learning to read will have short vowel sounds. As you learn to read bigger and more complicated words, you will notice words with long vowel sounds.
- Soon you will be ready when it's time to read words that have both long and short vowel sounds."

**Ask** "Let's take out a color tile for our short vowel sounds. Which color tile do we use for short vowel sounds?" (**A:** *red*)

**Say** "That's right, red! Just like the color of the vowel letters on the letter tiles!"

**Ask** "Can you take out the vowel letter tiles and put them in a line?"

### Say:

- "Great job! For now we are going to focus on the short vowel sounds: /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/. *(Move the red color tile over each vowel letter tile as you say each sound.)*

- Now it is your turn. When I move the red color tile above one of the vowels, I want you to make the short vowel sound for that vowel letter. Do you think you can do it? Let's try!"

**Do:**

**Review** each short vowel letter sound.

**Say** "Great job! You know your short vowel sounds!"

*(Teach certain short vowel sounds over others if there are certain ones that prove more challenging. Depending on language or dialect, your student will typically struggle with some over others; should this be the case, review the more naturally identified and articulated ones while focusing on the challenging ones. Reiterating hand motions and picture cards specific to these sounds can also prove beneficial. Please note articulation can prove challenging with some sounds. Do not overcorrect on the articulation of certain short vowel sounds; rather, encourage and reinforce the correct sound by allowing the student to hear and see it. The goal is for the student to readily identify the short vowel letter in correspondence to its sound. The articulation will naturally occur through practice and confidence will be built.)*

## Unit 4 | Lesson 1

Materials	
Phonics Kit Short Vowel Anchor Chart (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will know short vowel sounds and the consonant letter sounds for the letters <b>m, s, and t</b> .	The English learner will review their letter to sound knowledge for short vowel letters and consonant letters <b>m, s, and t</b> .
Functional Objective	DESCRIPTION
The student will be able to readily apply their letter-sound knowledge using letter and color tiles.	Practice in using letter and color tiles reiterates letter-sound correspondence in a concrete way. This provides for confidence and familiarity for future practice and use in whole group class settings.
Cultural Objective	
The teacher will be aware that certain cultures may have distinct speech sounds that differ from English sounds and will be sensitive in providing positive corrective feedback as each letter sound is reviewed and articulated.	

### Sociocultural Component

Sociocultural research shows us that confidence within sociocultural contexts is one of the defining factors when it comes to performance. Being aware that what could be considered as an “error” in one language holds validity, due to another language being present, is crucial in validating your language learner when corrective feedback is provided.



## Begin Lesson

### Say:

- "Today, we are going to be practicing our letters and their sounds! Can you pick out your vowel letters from our kit and set them aside?"
- Great job! Now, pick out the consonant letters **m**, **s**, and **t**. Now we are going to touch and say the sound of each letter."

### Say:

- "Let's look at the letters **m**, **s**, and **t**."
- Can you touch each letter and make their sound? If you touch a letter and are not sure, we will make the sound together."

### Do:

**Have student** touch the letters **m**, **s**, and **t** consecutively and review their sounds, asking the student to first try independently.

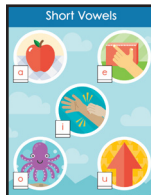
**Say** "Great job! Now can you touch each vowel and make their short vowel sound? If you touch a letter and are not sure, we will make the sound together!"

### Do:

**Have student** touch the vowel letters consecutively and review their short sounds, asking the student to first try independently.

### Do:

**Show** the Short Vowels Anchor Chart.



**Say** "Before we finish, let's go over each short vowel sound and its movement."

**Review** each short vowel, having students deliver the vowel sound and movement as you point to the vowel letter on the anchor chart.

## Unit 4 | Lesson 2

Materials	
Phonics Kit English Picture Vocabulary Cards (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will be able to apply their letter-sound knowledge of short vowels and consonants to decode CVC (consonant vowel consonant) words.	The English learner will practice their knowledge of letter-sound correspondence and short vowel sounds by reading CVC words in real time through guided support.
Functional Objective	DESCRIPTION
The student will be able to readily apply their decoding skills using their letter and color tiles. The student will understand how to participate in the practice activity of Build a Word.	Students will physically use letter and color tiles to practice letter-sound correspondence while blending them together to begin to read words. This will be done through the Build a Word practice activity.
Cultural Objective	
The teacher will be aware that certain cultures may have distinct speech sounds and will be sensitive to not overcorrect or provide negative feedback on mispronunciations when decoding takes place. The teacher will instead encourage the student by simply repeating the word read.	

### Sociocultural Component

Common and basic vocabulary words are important as their everyday use provides purpose and meaning. Actively teaching basic vocabulary development alongside mechanical reading skills will provide your language learner with a purpose for application of the new skills they are learning. Meaning provided through words read in the new language will benefit students not only academically but in their everyday social interactions within the English-speaking space.

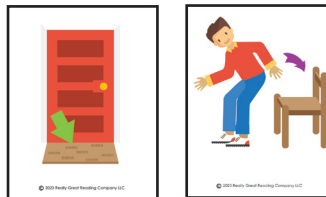
## Begin Lesson

### Say:

- "In our previous lesson, we reviewed vowel letters and their short sounds and the consonant letters **m**, **s**, and **t** and their sounds.
- Every letter makes a sound, and when we put certain sounds together, we can build and read words! Today, we are going to be hearing those sounds in some of the picture words we have been learning!
- We are going to practice building and reading words using our letters and sounds."

### Do:

**Pull out** the vocabulary picture cards for **mat** and **sit** and set them aside. (Vocabulary picture cards are located in the Multilingual Supply Room under Resources in English in Printable Resources.)



### Say:

- "In this lesson, we are going to focus on the short **a** and short **i** vowel sounds and on the consonant letter sounds **m**, **s**, and **t**. Can you find those letters in your kit and set them aside?"
- Great job! Now let's choose a color tile for the vowel letter tiles. What color tile do we use for the short vowels? That's right! We need a red color tile. Can you place the one red color tile aside, next to the vowel letters **a** and **i**?"
- Now we need a color tile for each of our consonant letters. Can you choose a colorful tile for each consonant letter and place them aside, next to the consonant letters?"
- Great job!
- Now, let's go over each letter and their sound. Can you touch each letter tile and make its sound?"

Teacher and students **Touch & Say** the names and sounds of each short vowel and consonant letter.

**Say** "Fantastic! Now we are ready to practice putting our letters and our sounds together to make new words! Are you ready?"

### Do:

**Pull out** the vocabulary picture cards for **mat** and **sit** with the picture side visible.

### Ask:

- "Do you remember what the word for this picture is (point to the picture of the mat)?"  
(A: mat)

**Say** "That's right, **mat**! (If the student does not say the word, say the word again and have them repeat it.)

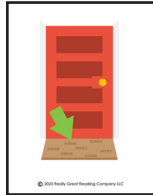
**Ask** "Do you remember what the word for this picture is (point to the picture of sit)?" (A: sit)

**Say:**

- "That's right, **sit**! (If the student does not say the word, say the word again and have them repeat it.)
- Watch me as I match each letter in the word **mat** with its sound to make a word."

**Do:**

**Place** the picture of the **mat** in the center of the table.


**Say:**

- "Our word is **mat**, /m/ /ă/ /t/. (Place one color tile on the board as you make each sound, using the red color tile for the middle vowel sound.)
- /m/ (place the **m** letter tile below the first color tile); /ă/ (place the **a** letter tile below the second color tile – red); /t/ (place the **t** letter tile below the third color tile)."

**Touch & Say** the word **mat** by touching each letter tile as you say its sound and then saying the whole word as you move your finger from left to right – "/m/ /ă/ /t/, **mat**."

**Do:**

**Flip** the picture card over and reveal the matching word (coinciding with the newly built and blended word).

**Say** "Now it is your turn! Do you think you can build the word for this card?" (Place the picture card for **sit** with the picture side visible.)

**Ask** "What is this word?" (**A:** sit) (Say and repeat if student is unsure.)

**Allow** the student to independently build the word **sit** with guidance where needed using Touch & Say to independently read the word from left to right.

**Do:**

**Have student** flip the card over to the word side to see if it matches.

**Say:**

- "Amazing job! You are building and reading words in English!
- Now, you know what the word **sit** means (hold up the picture side facing student) and how to read it (display the word side) /s/ /ī/ /t/ **sit**!"

**Continue practicing with 1–3 other m and s words as time allows.**

## Unit 4 | Lesson 3

Materials	
Phonics Kit English Picture Vocabulary Cards (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will be able to understand how to decode basic CVC (consonant vowel consonant) words and practice decoding with nonsense words.	The English learner will practice their decoding skills through building real and nonsense words.
Functional Objective	DESCRIPTION
The student will be able to understand how to blend sounds and the difference between real and nonsense words in the English language.	To understand the functionality of blending sounds to form words. To understand how real words differ from nonsense words.
Cultural Objective	
The teacher will be explicit and clear in defining real words (with meaning) in the English language versus nonsense words. The teacher will be aware that words in other languages often always hold meaning and that the concept of nonsense words for the sake of reading practice is not common when learning to read in other languages and is specific to the English literacy instruction.	

### Sociocultural Component

Understanding how to create meaning is crucial when dealing with new environments and topics. Taking time to explain the meaning behind abstract concepts is especially valuable and appreciated by language learners who are naturally seeking meaning to all they are learning as they adjust to new settings and learn new information.

## Begin Lesson

**Do:**

**Set aside** the vocabulary picture cards for the word **sit** and for **nonsense words**.

**Say:**

- "In our previous lesson, we practiced putting our letters and our sounds together to build and read words!
- Today, we are going to keep practicing putting our letters and sounds together to read words, and we are also going to be learning about a new type of word known as a nonsense word.
- Real words are words like **sit** (*show the picture card for sit*).
- When we built and read this word, we knew what it meant by what we saw on our picture card."

**Do:**

**Place** vocabulary picture card for **sit** on the table and point to the picture.



**Say:**

- "You already know what the word for **sit** is in (*insert child's language*), and now you know what it means and how to read it in English!
- Let's use our color tiles and letter tiles to build the word **sit** below the picture. We will need a red color tile for our short vowel sound and some other colorful tiles for our consonant sounds. We will also need our letter tiles once we have made each sound.
- Let's build this first word together (*point to the picture*). This word is **sit**.
- The first sound is /s/ – (*put down a color tile*)
- The second sound is /ĭ/ – (*put down a red color tile*)
- And the last sound is /t/ – (*put down a color tile*)
- Let's Touch & Say this word together: /s/ /ĭ/ /t/, **sit**." (*Point to the picture.*)
- Place the letter tile below each and read the word **sit**. **Note:** If your student seems capable of building the word **sit** independently, allow them to do so. This is personalized practice time they may not be able to get otherwise and should correlate to their level of progression.

**Do:**

**Move** your finger from left to right as you combine the sounds and read the word **sit** while pointing to the picture afterward.

**Say** "Awesome job! We built the word **sit** in English."

**Ask** "How do you say **sit** in (*insert child's language*)?" (*Proceed to try and say it.*)

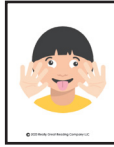
**Say:**

- "When we put our letters and sounds together, we can learn what words in other languages are in English!

- To help us get lots of practice and become really good at reading real words, we will also practice putting letters and sounds together by building and reading silly words. Silly words, or nonsense words, are words that make no sense. They are not real words and don't mean anything by themselves."

**Do:**

- **Show** the **nonsense word** picture card.



- **Play** the nonsense word animation found in the Multilingual Supply Room > Language of Choice > Instructional Animations > Culturally Responsive Animations.

**Say:**

- "See this silly face? When I put this picture down, it means that we are just going to be mixing letters and sounds together for practice. These words are nonsense words. They will have no real picture because they have no meaning. We are simply practicing putting together letters and their sounds.
- We will practice putting our letters and sounds together for silly words just like we did for the real word **sit**.
- The silly practice word will not mean anything. It will be a nonsense word.
- Let's make a silly face while you repeat after me and say, 'nonsense word.'" *(Place the nonsense word picture on the table, referencing it as you make a silly face and say 'nonsense word.')*

**Do:**

**Place** the silly face picture down and proceed to build the word beneath the picture.

**Say:**

- "Let's build a silly word together to practice blending our letters and sounds. This silly word is **tis** – the first sound is /t/ *(put down a color tile)*.
- The next sound is the short vowel sound /ĭ/ *(put down a red color tile)*.
- The last sound is /s/ *(put down a color tile)*.
- Now let's match each letter to its sound."

**Do:**

**Guide** the student as they put a corresponding letter tile below each color tile.

**Say** "**Tis!** The word we built is **tis**. Let's sound it out and then read it together: /t/ /ĭ/ /s/ – **tis**. *(Be sure to pronounce this as **tiss**, which should rhyme with **hiss**; 'tis' with a /z/ sound at the end is a real word that means 'it is.')* *(Proceed to point to the silly picture)*. **Tis** has no meaning; it is a nonsense word. It's silly just to practice putting our letters and their sounds together."

**Do:**

**Place** the **sit** picture card and silly face picture card side by side.

**Say** "Great job! Now you know how to put letters and sounds together to build real words in English *(point to the **sit** picture)* and to build silly nonsense words in English, just for practice *(point to the nonsense picture)*."

## Unit 5 | Lesson 1

Materials	
What Is a Heart Word Animation (located in Resources in Other Languages in the Multilingual Supply Room) Letter and Color tiles for <b>i</b> and <b>s</b> . English Picture Vocabulary Card – Heart Word card (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will be able to identify and read the Heart Word (sight word) <b>is</b> .	The English learner will be able to recognize and know how to decode the Heart Word <b>is</b> .
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

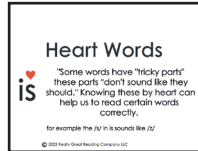
Providing relatability when learning a new concept is just as important as the instruction of the concept itself. Research shows that when existing connections are made and attached to new skills or concepts, the new information gets stored in the long-term memory as opposed to the short-term one. Taking 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 Multilingual Supply Room 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**, /ī/ /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, /ī/ /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 <b>is</b> and <b>to</b> . English Picture Vocabulary Card – Heart Word Notecard with <b>to</b> written on it	
Instructional Objective	DESCRIPTION
The English learner student will be able to identify and read the Heart Words <b>is</b> and <b>to</b> .	The English learner will be able to recognize and know how to decode the Heart Words <b>is</b> and <b>to</b> .
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 Multilingual Supply Room 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 <b>is</b> and <b>to</b> independently.	The English learner will be able to recognize and know how to decode the Heart Words <b>is</b> and <b>to</b> 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 Multilingual Supply Room 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."

## Unit 6 | Lesson 1

Materials	
Phonics Kit – color tiles and digraph letter tiles	
Instructional Objective	DESCRIPTION
The English learner student will be introduced to digraph <b>sh</b> and will be able to understand what a digraph is and how it functions in the English language.	The English learner will be able to understand how digraphs are read.
Functional Objective	DESCRIPTION
The student will be able to apply their understanding of digraphs through the reinforcement of their already learned skills of letter to sound correspondence.	The student will be able to provide application for the function of a digraph by using letter tiles and color tiles as well as the Touch & Say routine so that this can be later applied independently.
Cultural Objective	
The teacher will use the introduction of the digraph <b>sh</b> due to its more universal articulation and use in "quieting" someone, which is relatable within several cultures and contexts.	

### Sociocultural Component

Research shows that making content relatable increases engagement and understanding of new concepts being learned. Our approach to teaching the concept of digraphs will be done through the concept of friendship and through choosing a digraph that is orally used in several cultural and linguistic contexts. The social expression of /sh/ is widely seen throughout many cultures and social contexts and will be beneficial in providing relatability to the concept of the function of digraphs and the single sound *two letters can make in the English language*.

## Begin Lesson

### Say:

- "We know that every letter has a sound and when we put those sounds together, we can make real words, silly words, and even Heart Words!
- You have been doing such a great job using your color tiles as you make each sound in the words we have built and read.
- Today, we are going to learn about what happens when certain letters become best friends! Best friends love to go everywhere together and there are certain letters in the alphabet that are the best of friends. These letters are such good friends that when they are together, they don't make their own sounds, but instead, they share a single sound! There are only a few of these best friends that get together to make one sound in the English alphabet. These best friends are called digraphs. Can you say that word with me? Repeat after me, 'digraph.'
- One of these digraphs that are best friends are the letters **s** and **h**."

### Do:

**Place** the letter tiles **s** and **h** down and have students do the same with their kit.

### Say:

- "By themselves, each of these letters has its own sound. The letter **s** makes the /s/ sound and the letter **h** makes the /h/ sound. *(Place the letter tile followed by the color tile as you say and make each letter sound.)*
- When these best friends get together, however *(remove the digraph **sh** letter tile from the phonics kit)*, they share one special sound!
- The digraph **sh** makes the sound /sh/.
- When these letters are together, they form a digraph. A digraph has two letters but when these best friends are together, they share only one sound. We only need one color tile because a digraph shares one sound. Can you choose a color tile and set it above the digraph **sh** tile? Great job!
- The digraph **sh** makes a /sh/ sound *(touch and say the color and letter tiles)*. This sound is the one we hear when someone is trying to get us to be quiet! *(Place your index finger over your mouth.)* /sh/
- Have you ever heard this sound before? Let's touch the digraph letter tile and color tile and make the sound together: /sh/. Excellent! The digraph **sh** makes the sound /sh/.
- As you learn to read more words in English, you will be learning about a few more digraphs – letters that are best friends. When these special letters get together they are known as digraphs. They are such good friends that together they make one new special sound!
- Let's Touch & Say the sounds for the letters **s** and **h** and then Touch & Say the shared sound the digraph **sh** makes."

**Teacher and student** touch the **s** and **h** letter tiles first, making each of their sounds separately, and then they touch the digraph **sh** letter tile and make the /sh/ sound.

**Say** "Great job! *(If possible, speak in student's native language.)* Now you know that digraphs are two letters that are best friends and share one special sound. One of these digraphs is the digraph **sh**, /sh/."



## Unit 6 | Lesson 2

Materials	
Phonics Kit – color tiles and digraph letter tiles	
Instructional Objective	DESCRIPTION
The English learner student will be able to understand what digraphs are and how they function.	The English learner will be able to actively understand and recognize digraphs, specifically digraph <b>sh</b> .
Functional Objective	DESCRIPTION
The student will be able to apply their understanding of digraphs through reinforcement using their letter tiles and color tiles.	To recognize and read digraphs through the Touch & Say practice routine.
Cultural Objective	
The teacher will continue to use the concept of friendship, relatable across cultures, for understanding and recognition of digraphs and their function when reading words in English.	

### Sociocultural Component

Remember that making content relatable increases engagement and understanding of new concepts. Our approach to teaching the concept of digraphs is to connect it to the universal concept of friendship, a concept that is easily relatable and understood across the globe.

## Begin Lesson

### Say:

- "In the previous lesson, we learned all about some special letters that are best friends and when they get together they are known as digraphs. Say it with me, 'digraph.'"
- We looked at the digraph **sh**. Although each letter has its own sound by itself like all the other letters in the alphabet, when these best friends are together, they become a digraph and share one new sound."

**Ask** "Do you remember what sound the digraph **sh** (*place index finger over mouth for prompting*) makes?" (**A:** /sh/)

### Say:

- "Great job! It makes the sound /sh/, like when someone is trying to tell us to be quiet."
- In English, most letters have their own sounds even when they are next to each other. Digraphs, however, are special because they are letters that are best friends. When these best friends are together, they make one new sound, like the digraph **sh**. Not all the letters in the alphabet are best friends, but there are a few more best friends that when they get together become digraphs."

**Place** all six letter tile digraphs in a line with the digraph **sh** letter tile first. Place one color tile above each.

**Say** "These are the only other letters that are best friends. When these letters get together, they become digraphs and share one new special sound."

**Ask** "Can you find the digraph letter tiles and place them in a line?"

### Say:

- "Great job!"
- These are all the letters that are best friends and when they get together they become a digraph, sharing one new special sound!
- Can you get one color tile for each digraph? (*Have student place one color tile over each digraph tile.*)"

### Do:

**Point** as you say each digraph name and sound. (*Purposefully begin with the digraph **sh**.*)

- "Digraph **sh** says /sh/. (*Have the student repeat.*)"
- Digraph **ch** says /ch/. (*Have the student repeat.*)"
- Digraph **th** says /th/. (*Have the student repeat.*)"
- Digraph **wh** says /w/. (*Have the student repeat.*)"
- Digraph **ck** says /k/. (*Have the student repeat.*)"
- Digraph **ph** says /f/. (*You may refer to this digraph later for grades K-1.*)"
- By themselves, these letters make their own sounds, but when they are together, they are digraphs and make one new sound!"

### Say:

- "In the next lesson, we are going to build real words and nonsense, or silly, words with digraph **sh** for practice."
- Remember, digraph **sh** makes one new sound, /sh/."
- Let's touch the digraph **sh** letter tile and then, as we touch the color tile above it, make its sound, /sh/."
- Great job! Now you can recognize digraph **sh** and make its sound."

## Unit 6 | Lesson 3

Materials	
Phonics Kit English Picture Vocabulary Cards for digraph <b>sh</b> words and nonsense words	
Instructional Objective	DESCRIPTION
The English learner student will be able to use their decoding knowledge to read and spell words with digraph <b>sh</b> .	The English learner will be able to read and spell words with digraph <b>sh</b> so that understanding can be applied when reading the same type of words independently.
Functional Objective	DESCRIPTION
The student will reinforce their basic decoding and letter-sound knowledge skills alongside their understanding of digraph <b>sh</b> through the Build a Word activity.	The student will be able to apply reading words that contain the digraph <b>sh</b> through the Build a Word practice activity so that they can more confidently approach reading new words that contain a digraph, particularly the digraph <b>sh</b> .
Cultural Objective	
The teacher will purposely use the digraph <b>sh</b> to approach reading beginning words with digraphs. The background knowledge built in previous lessons and the universally understood and used sound of /sh/ in several different cultures and contexts will allow for this new skill to be approached with relativity and confidence.	

### Sociocultural Component

Research shows that content that is relatable (like the concept of /sh/) alongside the "building" of existing skills (such as letter-sound knowledge, vowel, consonant identification, reading CVC words, and the basic function of a digraph) further strengthens the neural connections being formed in the learning process. These new skills can actively grow when they are combined and applied together. This is because each of these skills are naturally intertwined as they evolve through literacy development. This final lesson aims to apply all applied skills thus far, to continue to enable proactive and active growth for a strong foundation and for long-term development in English literacy.

**Begin Lesson****Say:**

- "Now that you know all about our 'best friends' that are digraphs, we are going to be looking at the digraph **sh** and building new words with it!
- You already know how to put letters and their sounds together when reading real words, practicing silly nonsense words, and even remembering Heart Words!
- Today, we are going to continue to put our letters and sounds together to build words that include the digraph **sh**!"

**Do:**

**Show** the picture side of the card for **mash**.

**Say:**

- "This first word is **mash** (*pointing to picture*).
- **Mash** has the sound /sh/ in it... **mash**. Can you hear the /sh/ sound?
- Let's use our color tiles and letter tiles to build this word below this picture.
- The first sound is /m/. Place a color tile down for that sound. Great job! (*If needed, demonstrate with your color tiles.*)
- The next sound is the short vowel sound /ă/. Place a red color tile down for that sound. Awesome.
- The last sound is /sh/. Place a color tile down for that sound. Amazing!
- Now we are ready for our letter tiles!"

**Ask** "What letter makes the sound /m/?" (**A:** m)

**Say:**

- "That's right! We need the letter **m**. Can you choose the letter tile **m** and place it below its color tile?
- The next sound is the short vowel sound /ă/."

**Ask** "What letter spells the short vowel sound /ă/?" (**A:** a)

**Say:**

- "Yes! We need the vowel letter tile **a**. Can you choose the vowel letter tile and place it below the red color tile?
- The last sound is /sh/ (*place index finger over mouth for prompting*).
- This sounds like a digraph we have been talking about!"

**Ask** "Which digraph makes the sound /sh/?" (**A:** sh)

**Say:**

- "That's right, digraph **sh** spells the sound /sh/! Can you find that letter tile and place it below the last color tile?
- Let's read it together with Touch & Say (*point or have student point from left to right as they read*) – /m/ /ă/ /sh/, **mash**.
- You built and read a word with a best friend digraph in it!" (*Flip the picture card over to reveal the matching word.*)

**Do:**

**Put** the letter and color tiles back in the kit and place the **mash** picture card with the written word facing up to the side.

**Say:**

- "Let's build and read another word. *(Place the picture side of the vocabulary card for the word **shut** on the table.)*
- This word is **shut**.
- Let's use our color tiles and letter tiles to build the word **shut** above this picture.
- The first sound is /sh/. Place a color tile down for that sound.
- The next sound is the short vowel sound /ŭ/. Place a red color tile down for that sound.
- The last sound is /t/. Place a color tile down for that sound.
- Wonderful! Now we are ready for our letter tiles!"

**Say** "What letter tile do we need for the sound /sh/ *(place index finger over the mouth while making the sound)?*" (**A:** sh)

**Do:**

**Check** if student can independently identify the digraph **sh** letter tile. If they cannot, prompt them.

**Ask** "Can you find the digraph **sh** letter tile and place it below the color tile?"

**Say** "The next sound is the short vowel sound /ŭ/."

**Ask** "What letter do we need for the short vowel sound /ŭ/?" (**A:** u)

**Say:**

- "That is right! We need the vowel letter **u** tile. Can you find the vowel letter tile and place it below the red color tile?
- This last sound is /t/."

**Ask** "What letter tile do we need for the sound /t/?" (**A:** t)

**Say:**

- "Can you find that letter tile and place it below its color tile?
- Awesome job! Let's Touch & Say to read the word!
- /sh/ /ŭ/ /t/, **shut**." *(Flip the picture card over to reveal the matching word.)*

**Place** the picture card for **mash** with the written word facing up next to the picture and built word **shut**.

**Ask:**

- "Can you find the digraph **sh** in the word that we just built, **shut**?"
- "Great job! Now can you see the **sh** in the word **mash** *(point to the word on the card)?*"
- "Can you point to it? Amazing!"

**Say:**

- "Digraphs can be at the beginning of words, in the middle of words, or at the end of words."

- Wherever they are, you know how to recognize them by the one special sound they make.
- Whenever you see the digraph **sh** or hear the sound /sh/, no matter where it is in your word, you know that the **s** and **h** have gotten together side by side as best friends to form a digraph!"

**Do:**

**Have student** point to and say "digraph **sh**" at the beginning of the built word **shut** and at the end of the word **mash** on the card.

**Say:**

- "You are doing so great at understanding what a digraph is and how to recognize and read them in words!
- Let's build one more word with digraph **sh**, but let's make it a silly nonsense word just for practice!
- I want you to do the same thing we just did with the last two words for this silly word all by yourself! I will be here to help you if you need me."

**Do:**

Place the nonsense word vocabulary picture card face card down.

**Say:**

- "The silly word is **shem!**" *(Repeat the word as the student independently builds it using their phonics kit.)*
- Let's check our work together using Touch & Say – /sh/ /ě/ /m/, **shem!**
- Now you know how digraphs work and how to read them in real words and in nonsense or silly words!
- Guess what? Digraphs are in Heart Words too! As you learn and remember your Heart Words, you will see some words with the digraph **sh**.
- When you see it, it won't be tricky. You will know it is a digraph and you will know just how to read it!"