

## Unit 1 | Lesson 1

Materials	
Phonics Kit – Vowel letter tiles English Picture Vocabulary Cards – Vowel Family Picture Card (download from EL Resource Hub)	
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.

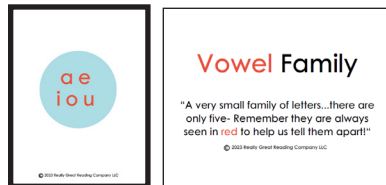
## Begin Lesson

### 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 EL Resource Hub)	
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

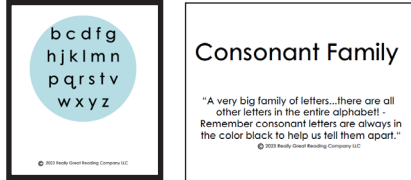
RGR embraces student identity and culture within one's language and seeks to enable this through sociocultural components embedded in each lesson. We use the concept of "family" to make the differentiation of vowels and consonants relatable in a fun, engaging, creative, and culturally relatable way.

## 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 EL Resource Hub)	
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 EL Resource Hub 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.*)