



## Unit 1 | Lesson 1 | Part 1

### What is a Vowel ?

#### Instructional Objective

The English learner student will understand what vowels are and will be able to identify them as such.

#### Functional Objective

The English learner student will become familiar with and understand the purpose of red vowel letter tile manipulatives.

#### 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.

#### Instructional Objective Description

It is crucial and 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 understand their referencing and be more confident in their daily literary use.

#### Functional Objective Description

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.



#### 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

# Launch!

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

Say

Great job 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



# Pre-Unit EL Supplemental Lessons

## Unit 1 | Lesson 1 | Part 2

Materials Needed: Phonics Kit -Vowel letter tiles  
and English Picture Vocabulary Cards - Vowel  
Family Picture Card

### What is a Consonant?

#### Instructional Objective

The English learner student will understand the meaning of consonants and will be able to identify them as such.

#### Functional Objective

The multilingual student will be familiar with and understand the functional purpose of consonant letter tile manipulatives, which will be used throughout each unit.

#### Cultural Objective

For relatability and personal connection, the teacher will make a unique connection to the identification of vowels by relating it to the cultural construct of family and family names.

#### Instructional Objective Description

It is crucial and 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

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.



#### Sociocultural Component

RGR embraces student identity and culture within one's language and seeks to enable this through sociocultural and cross-linguistic 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.

# Launch!

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 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 all the consonant letter tiles in the Blast letter 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 blocks to help us tell them apart from the vowels.

Say

- Let's name each letter in the consonant family. Click on 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





# Pre-Unit EL Supplemental Lessons

## Unit 1 | Lesson 1 | Part 3

Materials Needed: Blast Letter Kit (vowel and consonant letter tiles) and vowel and consonant picture vocabulary cards

### What is a Vowel and What is Consonant?

#### Instructional Objective

The multilingual student will be able to differentiate between vowel and consonant letters.

#### Functional Objective

The multilingual student will be familiar with and understand the functional purpose of the skill routine of look, think, say, which will be used throughout the units. **Should you not be using RGR curriculum you may still use the routine skill of look, think,say for reviewing skill content.**

#### Cultural Objective

For relatability and personal connection, the teacher will make a unique connection to the identification of vowels by relating it to the cultural construct of family and family names.

#### Instructional Objective Description

It is crucial and 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

Apart from retaining and understanding 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 English skills, being taught, more readily and confidently within the classroom .



#### Sociocultural Component

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 a new skill in English.

# Launch!

Say

- Now you know about the two specials in the alphabet! The small vowel family and the very big consonant family!

Present the vowel family picture card and vowel family picture card. Point to each

- 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 via the vocabulary picture card

a e  
i  
o u

Say

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

Do

Show the Vowel Family Picture Card and the Consonant Family Picture Card.

Say

- Which family does these letters belong to? That's correct, the consonant family!

Say

- We are going to play a game called Look, Think, Say where you can practice identifying rather the letter tile is a vowel or consonant. When you see the letter tile, I want you to look, think and then say vowel or a consonant. Let's see how many you can recognize!