

Unit 4 | Lesson 1

Materials	
Phonics Kit Short Vowel Anchor Chart (download from EL Resource Hub)	
Instructional Objective	DESCRIPTION
The English learner student will know short vowel sounds and the consonant letter sounds for the letters m , s , and t .	The English learner will review their letter to sound knowledge for short vowel letters and consonant letters m , s , and t .
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.

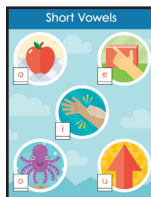
Say "Great job! Now can you touch each vowel and make their short vowel sound? If you touch a letter and are not sure, we will make the sound together!"

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 EL Resource Hub)	
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.

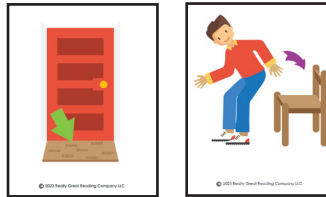
Begin Lesson

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 Resource Hub 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 EL Resource Hub)	
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 /ī/ – (*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/ /ī/ /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.*)

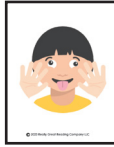
Say:

- "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 EL Resource Hub > 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 /i/ *(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/ /i/ /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)*."