

# **TITLE: Phonics and Decoding Strategies for Struggling Readers Using Core Knowledge Poems**

**Grade Level or Special Area:** For all emergent readers

**Written by:** Kim Call, John Hancock Charter School, Pleasant Grove, UT

**Length of Unit:** To be used throughout the year. One session takes about 15-20 minutes a day.

## **I. ABSTRACT**

Core Knowledge Poems are great to teach as a poetry unit. However, there is so much more to them. You can use the Core Knowledge Poems for teaching many reading skills. Not only will your students learn from these poems, but they will learn to love them as they make them a part of a “Personal Reader” which helps boost self-esteem and reading skills. This unit will show you how to use the Core Knowledge Poems as a phonics based reading instruction for emergent and struggling readers. Make the poems an important part of your readers’ lives by using the poems to help teach phonics which will help them to improve both their decoding and encoding skills.

## **II. OVERVIEW**

### **A. Concept Objectives**

1. Students will develop an understanding of phonics and other strategies to decode and spell unfamiliar words. (Adapted from *Core Knowledge Sequence Language Arts: K-2*)
2. Students will transfer the phonics and other strategies learned to decode and spell unfamiliar words in their reading and writing.

### **B. Content**

1. Accurately decode phonetically regular one-syllable short vowel CVC words (for example, cat, pig, mud, tot, set). (*Core Knowledge Sequence p.23*)
2. Accurately decode simple one-syllable nonsense words (for example, mup, fap, chim). (*Core Knowledge Sequence p. 23*)
3. Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh wh, th) accurately in words. (UT First Grade Language Arts Standard 4, Obj. 1b)
4. Accurately decode phonetically one syllable VC-e words (for example, chase, kite, muse, tote, these). (Adapted from *Core Knowledge Sequence p. 23*)
5. Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, dvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay , oo, ow) accurately in words. . (UT First Grade Language Arts Standard 4, Obj. 1c)
6. Identify and pronounce sounds for r-controlled vowels accurately in one-syllable word (e.g., ar, or, er). . (UT First Grade Language Arts Standard 4, Obj. 1d)
7. Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/.../oa/.../t/, goat). . (UT First Grade Language Arts Standard 4, Obj. 1e)

### **C. Skill Objectives**

1. Upon hearing a single syllable word, students will manipulate letter tiles to spell the word.
2. Upon hearing a single syllable word, students will write the word correctly.
3. Students will manipulate and sort word cards according to vowel patterns, diagraphs, or blends.
4. Students will write words according to vowel patterns, diagraphs, or blends.

5. Students will locate and highlight specific vowel patterns, diagraphs, or blends in poems or written passages including core knowledge poems.
6. Students will read specific poems or written passages including core knowledge poems fluently.
7. Upon hearing a single syllable word, students will identify a vowel pattern, diagraph or blend by playing a bingo game or other game from *Words Their Way*.
8. Upon hearing a multisyllable word, students will transfer the skills learned by writing the word correctly.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Bear, Donald R., Invernizzi, Marcia, Templeton, Shane, Johnston, Francine, *Words Their Way*
  2. Poems from books by Hirsch, E.D., *What my Kindergartener, First Grader, Second Grader Needs to Know*.
  3. Fry Edward B., Kress, Jacqueline E., *The Reading Teacher's Book of Lists*
  4. Blevins, Wiley, *Nonsense Word Test* from *Phonics A to Z*
  5. *DIBELS Nonsense Word Test*
- B. For Students
  1. Recognize and write the letters of the alphabet.
  2. Vocalize the sounds of the letters of the alphabet.

### IV. RESOURCES

- A. Word sorts according to vowel patterns, diagraphs and blends from *Words Their Way* or word sorts made up on your own using template in the appendix.
- B. Book – *Phonics from A-Z* by Wiley Blevins
- C. Letter Tiles (some even have blends and diagraphs, these are great!) Check [www.reallygoodstuffreading.com](http://www.reallygoodstuffreading.com) for great letter tiles.
- D. Vowel cube games and card games. Check [www.reallygoodstuffreading.com](http://www.reallygoodstuffreading.com)

### V. LESSONS

#### Lesson One: Blending, Decoding, and Writing Short Vowel, One-Syllable Words

- A. *Daily Objectives*
  1. **Concept Objective(s)**
    - a. Students will develop an understanding of phonics and other strategies to decode and spell unfamiliar words.
    - b. Students will transfer the phonics and other strategies learned to decode and spell unfamiliar words in their reading and writing.
  2. **Lesson Content**
    - a. Accurately decode phonetically regular one-syllable short vowel cvc words (for example, cat, pig, mud, tot, set). (*Core Knowledge Sequence p.23*)
    - b. Accurately decode simple one-syllable nonsense words (for example, mup, fap, chim). (*Core Knowledge Sequence p. 23*)
  3. **Skill Objective(s)**
    - a. Upon hearing a single syllable word, students will manipulate letters tiles to spell the word.
    - b. Upon hearing a single syllable word, students will write the word correctly.

- c. Students will manipulate and sort word cards according to vowel patterns, diagraphs, or blends.
- d. Students will write words according to vowel patterns.
- e. Students will locate and highlight specific vowel patterns, in poems or written passages including core knowledge poems.
- f. Students will read specific poems or written passages including Core Knowledge Poems fluently.
- g. Upon hearing a single syllable word, students will identify a vowel pattern, by playing a bingo game or other game from *Words Their Way*.

**B. Materials**

- 1. Letter tiles
- 2. Student white board and dry marker for each student
- 3. Short vowel pattern word sorts #1-11 (*Words their Way*) or other word sorts of your own.
- 4. One bingo template for each child.
- 5. (Specific poems from Appendix E, F, or G)

**C. Key Vocabulary**

- 1. *Consonant*- any letter that is not a vowel
- 2. *Vowel*- the letters a,e,i,o,u and sometimes y
- 3. *CVC- words* a word made up of a consonant, vowel, and consonant (ex. cat, pig bed, cot, mud). Anytime you see word patterns such as CVC, CVVC, etc. The C always refers to a consonant, and the V refers to a vowel. The E refers to the silent (e).

**D. Procedures/Activities**

1. **Session One:**

Give the spelling inventory from *Words Their Way* on pages 300-301. Score and decide the vowel sounds or word patterns with which the students have the most problems.

2. **Session Two:**

a) Explain the difference between consonant and vowel. Say, “A vowel is any of these letters a,e,i,o,u They have more than one sound, a short sound and a long sound. A consonant is any letter that is not a vowel.” With the children look at an alphabet chart and ask them to point out the vowels and at least five consonant letters. Teach the short vowel sounds. I teach them with actions. A is ā as in apple, pretend to bite an apple. E is ě as in echo, cup your hands around your mouth and say echo. I is ĭ as in itch, scratch the top of your hand. O is ō, pretend you are at the doctor and he puts a tongue depressor in your mouth and you say ō. Point out that your mouth makes an O. U is ŭ as in up, use your index finger and point upwards.

b) Choose the first word sort, according to the students’ needs from information gathered from the *Words Their Way* spelling inventory. Make a template (Appendix A) and copy one for each child.

c) Either you or the children divide the white board into three equal sections by making lines down the board with a dry erase marker. From your chosen word list, give the students the three letter tiles that spell the word you want them to learn. (ex. C, A, T). Put each letter in the proper section to spell the word. Have the children pronounce the sound of the first letter, touch the tile, and push the

letter up. Do the same with the next two letters one at a time. Then when all letters are at the top of the board; push the letters together from left to right saying each sound and blending them together. Have the children read the word. Repeat the procedure with the same word a few times and then do the same with the rest of the words in the word sort. When changing the word, the vowel or the ending or the beginning stays the same. Say, “What if I changed the C to an H?” this changes the beginning and makes word *hat*. Say, “What if I change the T to an N?” this changes the ending and makes the word *can*. Keep doing this procedure until all the words are automatic. Depending on the understanding of the children, this session may take more than one session.

**3. Session Three:**

a) Review the sounds and actions for the short vowel sounds (Refer to session 2).

b) Have the children cut out the words in the sort you used the session before or pass the cards you have already cut out to them. Cutting the cards out ahead of time saves a lot of time. Some children take too long to cut out their cards and this wastes valuable teaching time. Have the children sort the cards according to word families. You can show the examples from the sort as headers for each column or the children can come up with their own headers. Let the children sort and do not correct their mistakes until the end of their sort. Then ask questions such as the ones given in (Appendix B) to assess their understanding and to learn from their mistakes. As they are sorting, have them read and vocalize the top word of the column and the new word they are placing in the column. Do this with each word. This allows the children to become automatic with the words and helps them to listen for the word pattern they are learning. After a sort is correct, have the children read all of the words in all of the columns for more practice. (For more sorting ideas, look in *Words Their Way* Index under sorting, or open and closed sorts).

**4. Session Four:**

Have the children sort the same words as yesterday. Also have them explain and read their sort. Then have them write those sorts on the template provided (Appendix C). Assess their understanding in their writing.

**5. Session Five:**

Choose a poem that goes along with the sort you have been working on (Look at Appendix E, F, G for suggestions). Give a copy of the poem to each of the children. (Teacher note, I have each poem typed out on a separate sheet of paper in about 14 or 16 point print.) With a crayon, colored pencils, or highlighter, have the students highlight the words or word patterns according to the sort you have been teaching. For example, if you have worked on a CVC pattern with the short sound of a, the children will highlight the words with the CVC short a sound pattern. Then together, read and talk about the poem, decoding other difficult words. Read the poem together until the students are comfortable with it. Then have the students read it on their own until they can read the poem comfortably and fluently. (Copies of the poems the students work on and the sorts that they write from session four can be kept in a three-ring binder or folder. This folder can be called “Personal Reader”. Allow the children to read through these papers every now and then for practicing what they have learned and to help them with their reading confidence. It is called “Personal Reader” because

the children are familiar with the reading materials and can read them on their own. The children like to revisit these poems. It is not only fun, but they feel successful as well.)

**6. Session Six:**

Assess the students' understanding of the vowel sound by playing a bingo game (Appendix D) or by giving a spelling test. Use the example in Appendix D for making up your own Bingo template. I like to have the children make their own template with the word patterns they have studied. This way all templates are different. I then read the words from the sort of the week one by one and they put a marker on the correct word pattern for each word. A Black-Out for Bingo seems to be the best. Because you will be working in small groups, the white boards work well for the spelling tests. The children get two points for each word if it is spelled correctly. They get one point if only the word pattern is correct. (The children keep track of their points) You are assessing both the vowel sound and their spelling abilities.

7. If the children are proficient with the words in the sort you have chosen, you may move on. If not, re-teach accordingly and move on to the next sort when the children are ready.

**E. Assessment/Evaluation**

1. Assessment and Evaluation are happening each day as you observe the students during the particular activities. The bingo game and the spelling test are more formal assessments.
2. If a more formal assessment is needed use *DIBELS Nonsense Word Fluency* or *Wiley's Nonsense Word Test* to assess understanding of word patterns studied (This fits concept objective #2)

## **Lesson two: Blending, Decoding, and Writing Short Vowel, One-syllable Words with consonant blends and diagraphs**

### **A. Daily Objectives**

#### **1. Concept Objective**

- a. Students will develop an understanding of phonics and other strategies to decode and spell unfamiliar words.
- b. Students will transfer the phonics and other strategies learned to decode and spell unfamiliar words in their reading and writing.

#### **2. Lesson Content**

- a. Identify and pronounce sounds of consonants, consonant blends (e.g., br, st, fl) and consonant diagraphs (e.g., ch, sh, wh, th) accurately in words. (UT First Grade Language Arts Standard 4, OBJ. 1b)

#### **3. Skill Objectives**

- a. Upon hearing a single syllable word, students will manipulate letter tiles to spell the word.
- b. Upon hearing a single syllable word, students will write the word correctly.
- c. Students will manipulate and sort word cards according to vowel patterns, diagraphs, or blends.
- d. Students will write words according to vowel patterns, diagraphs, or blends.
- e. Students will locate and highlight specific vowel patterns, diagraphs, or blends in poems or written passages including core knowledge poems.
- f. Students will read specific poems or written passages including Core Knowledge Poems fluently.
- g. Upon hearing a single syllable word, students will identify a vowel pattern, diagraph, or blend by playing a bingo game or other game from *Words Their Way*.
- h. Upon hearing a multisyllable word, students will transfer the skills learned by writing the word correctly.

### **B. Materials**

1. Letter tiles
2. Student white board and dry marker for each student
3. Consonant diagraph and blend pattern word sorts from *Words their Way* or other word sorts of your own.
4. One bingo template for each child.
5. (Specific poems from Appendix E , F, or G)

### **C. Key Vocabulary**

1. *Consonant*- any letter that is not a vowel
2. *Vowel*- the letters a,e,i,o,u and sometimes y
3. *CCVC words*- a word made up of a consonant, consonant, vowel, and consonant (ex. brag, shot, trip, flip).
4. *CVCC words*- a word made up of a consonant, vowel, consonant, and consonant (ex. pill, rock, dash, much).

### **D. Procedures/Activities**

#### **1. Session One:**

- a) Review the difference between consonant and vowel. (A consonant is any letter that is not a vowel.) On an alphabet chart have the children point out the vowels and at least five consonants. Assess their understanding. Review the short vowel sounds with the actions as shown in lesson one.
- b) Choose a word sort according to the consonant blends or diagraphs you want to teach. Make a template (Appendix A) and copy one for each child.

c) Use a white board for each child and divide into three equal sections as shown in lesson one. From your chosen word list, show the children how the two letters that form the blend or the diagraph stay in the same section of the white board. Have them practice blending those two letters until the blending becomes automatic. Then add the other letters to the word in the other sections. Have them follow the same procedure as in lesson one. However, when you are changing the letters to form new words, this time you use blends and diagraphs practicing them first until automatic and then blending with the others sounds of the word. (Ex. If using the word flip, “What if I change the fl to the letters dr? What sound would I have? What word would I have?”)

**2. Session Two:**

- a) Review the sounds and actions for short vowel sounds. Also review the sounds of the blends or diagraphs you have been working on.
- b) Have the children cut out the word sort cards you used the session before or pass the ready made cards to them. Have the children sort the cards according to the blends or diagraphs being used. Show them the headers you want or have them come up with their own headers as in lesson one and follow the rest of the instructions in that lesson.

**3. Session Three:**

Have the children sort the same words as yesterday. Also have them explain and read their sort. Then have them write those sorts on the template provided (Appendix C). Assess their understanding in their writing.

**4. Session Four:**

Choose a poem that goes along with the sort you have been working on. (For ideas, look at Appendix D.) Give a copy to each child and follow the instructions in lesson one.

**5. Session Five:**

Assess the students’ understanding of the blends by playing a bingo game or by giving a spelling test. Follow the rest of the instructions in lesson one.

**E. Assessment/Evaluation**

- 1. Assessment and Evaluation are happening each day as you observe the students during the particular activities. The bingo game and the spelling test are more formal assessments.
- 2. If a more formal assessment is needed use *DIBELS Nonsense Word Fluency* or *Wiley’s Nonsense Word Test* to assess understanding of word patterns studied. (This fits concept objective #2)

## Lesson Three: Blending, Decoding, and Writing VC-e One-Syllable Words

### A. *Daily Objectives*

#### 1. **Concept Objective**

- a. Students will develop an understanding of phonics and other strategies to decode and spell unfamiliar words.
- b. Students will transfer the phonics and other strategies learned to decode and spell unfamiliar words in their reading and writing.

#### 2. **Lesson Content**

- a. Accurately decode phonetically one syllable VC-e words (for example, chase, kite, muse, tote, these). (Adapted from *Core Knowledge Sequence* p. 23)

#### 3. **Skill Objectives**

- a. Upon hearing a single syllable word, students will manipulate letters tiles to spell the word.
- b. Upon hearing a single syllable word, students will write the word correctly.
- c. Students will manipulate and sort word cards according to vowel patterns, diagraphs, or blends.
- d. Students will write words according to vowel patterns, diagraphs, or blends.
- e. Students will locate and highlight specific vowel patterns, diagraphs, or blends in poems or written passages including core knowledge poems.
- f. Students will read specific poems or written passages including Core Knowledge Poems fluently.
- g. Upon hearing a single syllable word, students will identify a vowel pattern, diagraph, or blend by playing a bingo game or other game from *Words Their Way*.
- h. Upon hearing a multisyllable word, students will transfer the skills learned by writing the word correctly.

### B. *Materials*

1. Letter tiles
2. Student white board and dry marker for each student
3. Consonant diagraph and blend pattern word sorts from (*Words their Way*) or other word sorts of your own.
4. One bingo template for each child.
5. (Specific poems from Appendix, E , F, or G)

### C. *Key Vocabulary*

1. *Short Vowel*- The first sound of a vowel
2. *Long Vowel*- The second sound of a vowel or the sound that says its name
3. *VC-e words*- A word ending with a vowel, consonant and a silent (e) (ex. cape, mute, Kite)

### D. *Procedures/Activities*

#### 1. **Session One:**

Explain the difference between a short vowel sound and a long vowel sound. Some ways to explain this are: 1) “We have learned one sound for each vowel. This is the first sound or its short sound. Now we will be learning the second sound or the sound that says its name. This is the vowel’s long sound.” Then say the long sound of the vowel you are teaching. 2) “If a vowel is all by itself or there is only one vowel in the word, it usually says its short sound.” (i.e. cap) 3) “If a vowel walks with another vowel, it usually says its long sound or its name.” (i.e. cape, seat) b) Start with the white boards set up as in lesson one and two except divide the board into four sections this time. Have the children start with a CVC word such as kit. Then have them add the (e) in the last section. Tell them that the (e) changes the sound of the vowel because now there are two vowels in the word. Tell them what sound the vowel makes and read the word with the

children. Have them put the word together until automatic and try the same procedure with other similar words. For ideas, look in your *Words Their Way* book or other word sort books. Another option is to have the children write the CVC word on the board without dividing it into sections, after they write the word, ask them what happens if they add an (e) to the word. Have them write the (e) and read the word. Remember to explain that the (e) is silent. It is not pronounced but it is very important because it changes the sound of the other vowel in the word.

**2. Session Two:**

a) Review the short vowel sounds if needed, and review the rules discussed in session one of this lesson. You may want to review the second sound or long sound of each vowel also.

b) Use the sort you have chosen and follow the procedures for word sorts as done before. By now the sorting procedures should be familiar to you.

**3. Session Three:**

a) Have the children sort the same words as yesterday. Also have them explain and read their sort. Then have them write those sorts on the template provided (Appendix C). Assess their understanding in their writing.

**4. Session Four:**

Choose a poem that goes along with the sort you have been working on. (For ideas, look at Appendix E, F, or G) Give a copy to each child and follow the instructions as in lesson one.

**5. Session Five:**

Assess the students' understanding of the VC-e words by playing a Bingo game or by giving a spelling test. Follow the rest of the instructions in lesson one.

**E. Assessment/Evaluation**

1. Assessment and Evaluation are happening each day as you observe the students during the particular activities. The bingo game and the spelling test are more formal assessments.

2. If a more formal assessment is needed use *DIBELS Nonsense Word Fluency* or *Wiley's Nonsense Word Test* to assess understanding of word patterns studied (This fits concept objective #2)

## Lesson Four: Blending, Decoding, and Writing Short and Long Vowels Using Various Patterns

### A. *Daily Objectives*

#### 1. **Concept Objective**

- a. Students will develop an understanding of phonics and other strategies to decode and spell unfamiliar words.
- b. Students will transfer the phonics and other strategies learned to decode and spell unfamiliar words in their reading and writing.

#### 2. **Lesson Content**

- a. Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words. (UT First Grade Language Arts Standard 4, Obj. 1c)
- b. Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/.../oa/.../t/, goat). (UT First Grade Language Arts Standard 4, Obj. 1e)

#### 3. **Skill Objectives**

- a. Upon hearing a single syllable word, students will manipulate letter tiles to spell the word.
- b. Upon hearing a single syllable word, students will write the word correctly.
- c. Students will manipulate and sort word cards according to vowel patterns, digraphs, or blends.
- d. Students will write words according to vowel patterns, digraphs, or blends.
- e. Students will locate and highlight specific vowel patterns, digraphs, or blends in poems or written passages including Core Knowledge Poems.
- f. Students will read specific poems or written passages including Core Knowledge Poems fluently.
- g. Upon hearing a single syllable word, students will identify a vowel pattern, digraph, or blend by playing a bingo game or other game from *Words Their Way*.
- h. Upon hearing a multisyllable word, students will transfer the skills learned by writing the word correctly.

### B. *Materials*

1. Letter tiles
2. Student white board and dry marker for each student
3. Long vowel pattern word sorts from (*Words their Way*) or other word sorts of your own.
4. One bingo template for each child.
5. (Specific poems from Appendix E, F, or G)

### C. *Key Vocabulary*

1. *Consonant*- any letter that is not a vowel
2. *Vowel*- the letters a,e,i,o,u and sometimes y
3. *Vowel Patterns*- two or more vowels put together that usually make the long vowel sound in a word.

### D. *Procedures/Activities*

#### 1. **Session One:**

Teach the sound or sounds of the word patterns that you have chosen to teach. For example, show them that oa says ō as in boat, or ea says ē as in seat. Choose a word sort to go along with that pattern. Follow the procedures in the previous lessons using the white boards.

**2. Session Two:**

Review the sound or sounds of word patterns you taught the day before. Use the sort you have chosen and follow procedures as in the previous lessons.

**3. Session Three:**

Have the children sort the same words as yesterday. Also have them explain and read their sort. Then have them write those sorts on the template provided (Appendix C). Assess their understanding in their writing.

**4. Session Four:**

Choose a poem that goes along with the sort you have been working on. (For ideas, look at Appendix E, F, or G) Give a copy of the poem to each child and follow the instructions as in lesson one.

**5. Session Five:**

Assess the students' understanding of the blends by playing a Bingo game or by giving a spelling test. Follow the rest of the instructions as in lesson one.

**E. *Assessment/Evaluation***

1. Assessment and Evaluation are happening each day as you observe the students during the particular activities. The bingo game and the spelling test are more formal assessments.
2. If a more formal assessment is needed use *DIBELS Nonsense Word Fluency* or *Wiley's Nonsense Word Test* to assess understanding of word patterns studied (This fits concept objective #2).

## **Lesson Five: Blending, and Writing R Controlled, One-Syllable Words with Consonant Blends and Diagraphs.**

### **A. Daily Objectives**

1. **Concept Objective**
  - a. Students will develop an understanding of phonics and other strategies to decode and spell unfamiliar words.
  - b. Students will transfer the phonics and other strategies learned to decode and spell unfamiliar words in their reading and writing.
2. **Lesson Content**
  - a. Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words. [i.e., ar, or, er] (UT First Grade Language Arts Standard 4, Obj. 1d)
3. **Skill Objectives**
  - a. Upon hearing a single syllable word, students will manipulate letters tiles to spell the word.
  - b. Upon hearing a single syllable word, students will write the word correctly.
  - c. Students will manipulate and sort word cards according to vowel patterns, diagraphs, or blends.
  - d. Students will write words according to vowel patterns, diagraphs, or blends.
  - e. Students will locate and highlight specific vowel patterns, diagraphs, or blends in poems or written passages including Core Knowledge Poems.
  - f. Students will read specific poems or written passages including Core Knowledge Poems fluently.
  - g. Upon hearing a single syllable word, students will identify a vowel pattern, diagraph, or blend by playing a bingo game or other game from *Words Their Way*.
  - h. Upon hearing a multisyllable word, students will transfer the skills learned by writing the word correctly.

### **B. Materials**

1. Letter tiles
2. Student white board and dry marker for each student
3. Long vowel pattern word sorts from (*Words their Way*) or other word sorts of your own.
4. One bingo template for each child.
5. (Specific poems from Appendix E, F, or G)

### **C. Key Vocabulary**

1. *Consonant*- any letter that is not a vowel
2. *Vowel*- the letters a,e,i,o,u and sometimes y
3. *Vowel Patterns*- two or more vowels put together that usually make the long vowel sound in a word.
4. *R-controlled vowel*-sometimes called “the bossy R” because the “R” sometimes changes the sound of the vowel it is next to.

### **D. Procedures/Activities**

#### **1. Session One:**

- a) Review phonics rules learned in previous lessons. Refer to previous lessons for ideas. Introduce the r-controlled patterns you want to teach. (e.g. ar, or, er, ir, ur). Explain that sometimes the “R” is called “the bossy R” because it sometimes changes the vowel sound. Tell the students that it is a good idea to memorize the

sounds of the r-controlled patterns so they can recognize them in words and know that the vowel sound might be different because of “the bossy R”. Help them to memorize these patterns. (Teacher note, I like to make flashcards out of index cards and practice the r-controlled vowels over and over again. I also use the letter tiles and blend them together on the white boards as done in previous lessons. Either or a combination of these methods will work for memorizing the r-controlled vowels.

**2. Session Two:**

Review the sound or sounds of word patterns you taught the day before. Use the sort you have chosen and follow procedures as in the previous lessons.

**3. Session Three:**

Have the children sort the same words as yesterday. Have them explain and read their sort. Then have them write those sorts on the template provided (Appendix C). Assess their understanding in their writing.

**4. Session Four:**

Choose a poem that goes along with the sort you have been working on. (For ideas, look at Appendix E, F, or G) Give a copy to each child and follow the instructions in lesson one.

**5. Session Five:**

Assess the students’ understanding of the R-controlled vowels by playing a bingo game or by giving a spelling test. Follow the rest of the instructions as in lesson one.

**E. Assessment/Evaluation**

1. Assessment and Evaluation are happening each day as you observe the students during the particular activities. The bingo game and the spelling test are more formal assessments.
2. If a more formal assessment is needed use *DIBELS Nonsense Word Fluency* or *Wiley’s Nonsense Word Test* to assess understanding of word patterns studied (This fits concept objective #2).

**VI. CULMINATING ACTIVITY (Optional at the end of each lesson)**

- A. You may read a fun book with the students pointing out the patterns of words you have just learned. Help the children sound out difficult words by looking for the word patterns you have been teaching.
- B. You may play short vowel and long vowel games from *Words Their Way* or any others you may know. (Teacher note, I like to use the short vowel and long vowel cube games or card games by *Really Good Stuff*. [www.reallygoodstuff.com](http://www.reallygoodstuff.com))

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Word sort template.
- B. Appendix B: Sorting Language
- C. Appendix C: Template for writing sorts.
- D. Appendix D: Bingo Template
- E. Appendix E: Kindergarten Core Knowledge Nursery Rhymes and Word Patterns
- F. Appendix F: First Grade Core Knowledge Poems and Word Patterns
- G. Appendix G: Second Grade Core Knowledge Poems and Word Patterns

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## Template for Wordsorts


### Template for Wordsorts

pet	ten	bed
net	hen	red
met	pen	fed
set	men	led
jet	then	
bet	when	
get		

## Sorting Language

( Brainstormed by Word Study teachers and students)

- "Explain why you sorted the way you did"
- "Talk with your partner about your sorting."
- "How did you decide your column title?"
- "Make sure both partners touch the sorting cards."
- "If you're unsure of a word or picture, set it aside, we'll figure it out together."
- "Everyone, Stop, Look, and Listen."
- "Whenever you sort, make sure you've laid out your words in columns so we can compare and contrast our sorting."
- "Remember to read the top word in the column and the word you put down to make sure it follows the pattern."
- "One of the things I heard while you were sorting was..."
- "Let's start by taking your QUESTION words."
- "Is there anything you're unsure about?"
- "Make sure you're listening to each other."
- "Will you read what you have in your \_\_\_\_\_ column?"
- "Get your finger ready to check your sort."
- "Does anyone have a comment or question about the sort?"
- "Was there anything that JUMPED out at you?"
- "Were you comfortable with what you heard?"
- "Why did you sort the cards the way you did?"
- "Now read the all of the words in the sort."
- "How fascinating! Let me come and look at that."
- "You got it! I knew you could do it."

## Template for Writing Sorts


### Template for Writing Sorts

pet	ten	bed	bell		
net	hen	red	tell		
met	pen	fed	sell		
set	men	led	fell		

## Template for Bingo Game


### Template for Bingo Game

Bingo er, ur, ir		
er	ir	ir
ur	ur	er
ur	ir	er
er	er	ir
ir	ur	ur

## Kindergarten Core Knowledge Nursery Rhymes and Word Patterns

Nursery Rhymes	Word Patterns
A Diller, a Dollar	oo
April Rain Song	ai,oo,the
Baa, Baa, Black Sheep	ee,ir,a_e
Diddle, Diddle, Dumpling	short o, sh
Early to Bed	i_e
Georgie Porgie	ay,ie
Happy Thought	ng
Hey, Diddle, Diddle	short i,a,o,u
Hickory, Dickory, Dock	ck
Hot Cross Buns	short o,u
Humpty Dumpty	short a,u,all
It's Raining, It's Pouring	ng
Jack and Jill	short i
Jack Be Nimble	short i
Jack Sprat	short a,ea
Ladybug, Ladybug	ou
Little Bo Peep	ee,th
Little Boy Blue	ee,oy,or,ow
Little Jack Horner	or,er,u
Little Miss Muffett	short i,e,er,wh
Mary Had a Little Lamb	short a,ou,ear
Mary, Mary Quite Contrary	ow
My Nose	short e, e_e
Old King Cole	and,he
Old Mother Hubbard	short o,u
One, Two, Buckle My Shoe	short i,ai,ee,sh,th
Rain, Rain, Go Away	ai,ay

<b>Nursery Rhymes</b>	<b>Word Patterns</b>
Roses Are Red	colors
Seesaw Margery Daw	aw,sh
Simple Simon	short a, to, the
Sing a Song of Sixpence	ng,ck
Star Light, Star Bright	igh,st,sh
The More It Snows	short o,ow,or,oe
The Three Little Kittens	short i,ow,ee,ie,ear,th,thr,sh (y at end)
There was a Little Girl	short i,ir,ur,er,or,sh
There Was an Old Woman Who Lived in a Shoe	Practice for sightwords, do had,in,put,she,to,was,who,so
Three Blind Mice	ee, i_e, th,thr, run
Time to Rise	short i,sh
Tommy	ee,ou,ow

## First Grade Core Knowledge Poems and Word Patterns

Poems	Word Patterns
A Good Play	short i, ai, ay, a_e
Hope	wh, y at the end
I Know All the Sounds That Animals Make	a_e, i_e, oo, ou, short a, o, like
If Wishes Were Horses	i_e
Little Sally Walker	i_e, a_e, sh
My Shadow	short u, i, ee, ow, ay, sh, th, blends
Riddle Rhymes	short vowels, igh
Rope Rhyme	short i, e, u, ou, ow, igh
Sing a Song of People	ou, prepositions, opposites
Solomon Grundy	ay, days of week
Table Manners	oo, ey
Thanksgiving Day	ay, ou, ow, oe, possibilities for digraphs and blends
The Frog	short o, ay, a_e, fr
The Owl and the Pussy-cat	ea, ey, ow, ng, ay, oo, th
The Pasture	ng
The Purple Cow	ow
The Queen of Hearts	ear, ar
The Swing	ow, up, and, the
Thirty Days Hath September	er, ir, i_e
Three Wise Men of Gotham	short e, er
Tongue Twisters	ck, er, ir, o_e, oo, ch, ck, sh, sw, th
Washington	ay, ng, ew, the, he
Wynken, Blynken, and Nod	sh, ai, igh, ng, th

Appendix G

**Second Grade Core Knowledge  
Poems and Word Patterns**

<b>Poems</b>	<b>Word Patterns</b>
Bed in Summer	ee,ay,igh, possibilities with blends
Bee! I'm Expecting You!	y at the end
Buffalo Dusk	aw,ow, saw,th
Caterpillars	ew,ow, do
Discovery	ow,fr
Harriet Tubman	er,igh, she, ran
Hurt No Living Thing	or,ng,ee
Lincoln	short e, ay,oo,wh, some blends
Ruldolph Is Tired of the City	ay
Seashell	sh
Smart	short i,e, ee, a_e (s) blends
Something Told the Wild Geese	ea,ng, some blends
The Night Before Christmas	many possibilities
There is a Young Lady, Whose Nose	igh
There Was an Old Man with a Beard	short e
Who Has Seen the Wind?	ng,ow,wh
Windy Nights	igh,ou,wh,he