|  |
| --- |
| Skill Objective #1 (Students will be able to…)Students will be able to read and write words with the short “O” sound. |
| Frameworks: R2.2c  |
| Content Objective #1 (Students will know that…)Students will know the sound of the short O and associate it with an open mouth making an “O” and a hand circling in front of it. |
| Frameworks: R2.2c |
| Activities1a. Introduce short O sound on the board and its motion.b. Students read a list of words containing the short O in unison after the teacher.c. Students read the short O words to a partner.d. Students write short O words that are dictated to them. |
| MaterialsBlackboard and chalk, word lists |
| Assessment #1The teacher and volunteer walk around the class and listen to students read the word lists. The teacher and volunteer walk around the class and look as students write the dictated words. |
| Wrap Up ReflectionWhat is the sound of the short O and the motion that goes with it? |

Class: Reading Writing Foundations Teacher: Meryl Becker

Lesson: Reading a work memo Date: 10-1 -14

|  |
| --- |
| Skill Objective #1 (Students will be able to…)Students will be able to read and understand a letter containing information about a bonus for good attendance at work. |
| Frameworks: R1.2a, R1.2b, R2.2b |
| Content Objective #2 (Students will know that…)Students will know what a bonus is. They will know how to read a time card and the hours and pay on a pay check. |
| Frameworks: Navigating Systems 1-3  |
| Activities1a Go over new vocabulary students will encounter in the reading.b. Students discuss: What kinds of every day reading do you do at home or at work? What letters do you get? c. Before reading the passage, students scan for the date of the memo and the date the new policy begins. d. Students read a section of the reading silently as the teacher reads aloud, then repeat sentences after the teacher, then respond to oral comprehension questions.e. Students discuss good and bad reasons for being late, rate the reasons in exercise 5 and compare their ratings with a partner.f. Students discuss whether they think the bonus policy is fair.g. Students do the rest of the exercises, which include answering comprehension questions, reading a time card, and reading the hours and pay on a pay check . |
| MaterialsBlackboard, chalk, photocopy from Access Reader Book 1 |
| Assessment #1The teacher walks around the class and listen to students discuss.The teacher walks around the class and monitors the exercises. |
| Wrap Up ReflectionHow do you sign in at work? Do you get over time or bonuses? |