Class: Reading Writing Foundations Teacher: Meryl Becker

Lesson: Phonics Date: 11-5 -14

|  |
| --- |
| Skill Objective #1 (Students will be able to…)  Students will be able to read and write 2 syllable words with short vowels |
| Frameworks: R2.1e |
| Content Objective #1 (Students will know that…)  Students will know that a 2 syllable word is composed of two one syllable words |
| Frameworks:  R2.1e |
| Activities  1a. Review one syllable words with short vowels  b. Teacher demonstrates how 2 short syllable words or letter combinations make up two syllable words, Eg vis-it  c. Students repeat as the teacher reads a list of 2 syllable words with short vowels that are written on the blackboard  d. Students practice making two syllable words on handout  d. Students write the two syllable words from dictation |
| Materials  Blackboard and chalk, handout |
| Assessment #1  The 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 Reflection  How can you help yourself read a two syllable word you find difficult? |

Words with two or More Syllables

Directions: Write the word in the blank.

nap kin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

rab bit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sal ad \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

vis it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

pic nic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sel fish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

fin ish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

chick en \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

fan tas tic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sud den ly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson: Reading about applying for a job Date: 11-5-14

|  |
| --- |
| Skill Objective #1 (Students will be able to…)  Students will be able to read and understand a reading about applying for a job |
| Frameworks:  R1.2a, R2.2b |
| Content Objective #2 (Students will know that…)  Students will know the process involved in applying for a job and the importance of asking about benefits. |
| Frameworks:  Navigating Systems 1-3 |
| Activities  1a Go over new vocabulary students will encounter in the reading.  b. Students discuss: What is a good way to find a job? What are the kinds of benefits you might get on a job?  c. 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.  d. Discuss: The woman in the story did not ask about benefits. Why was that a problem?  d. In pairs students read the passage to each other.  e. Students do the rest of the exercises, some in class and some for homework. |
| Materials  Blackboard, chalk, book *Life Goes On*, *high beginning*, chapter 6. |
| Assessment #1  The teacher walks around the class and listen to students read.  The teacher walks around the class and monitors the exercises. |
| Wrap Up Reflection  What benefits do you have on the job you have now or on a job you had in the past? |