

## Morning Warm-up

### **Lesson: Alphabet Stew**

**First:** Display alphabet across the room with appropriate adult related pictures.

**Next:** Explain that the goal is for the class to understand and use the letter sounds of the alphabet every day.

**10 minutes: Model:** Start by saying there are five letters of our alphabet that are very special (A, E, I, O, U). These letters must be a part of every word otherwise it is not a real word. These are vowels; there are two kind of vowels: **short** and **long** vowels. Don't worry we will practice using both throughout the class time.

Now, I am going to ask you to repeat after me. I am going to say the sound for each letter and I would you to repeat after me. (Take note of not just the sound I say, but my facial expression as I say each sound).

A, N, B, C, K, D, F, L, T, M, Z, Q

Now that we have practiced the letters and sounds of the alphabet, let's use them in creating some words.

Example: CAT, C-A-T=cat Have the students say the three sounds by demonstrating using the shoulder to shoulder process

Have them repeat the word (CAT)

Demonstrate the spelling of the word CAT from shoulder to shoulder

Model how to write the word CAT

### **Group Practice: 5 minutes**

M-A-T =mat Have students say the three sounds by using the shoulder to shoulder method

Have them repeat the word (MAT)

Demonstrate the spelling of the word MAT from shoulder to shoulder

Model how to write the word Mat

### **Independent practice:**

Say to the students, work with a partner and create as many words that have the same ending as CAT & MAT. Let them know that they can use the alphabet around the room

Facilitate the room as they work, providing affirmation and support as needed.

### **Share out:**

Strategically select student to come to white board to demonstrate their words to the class (reasons this is important: public speaking, advocating for child at the doctor or school, presenting information, interview, etc.)

### **Where do I belong: 10 minutes**

Activity: three groups

1. Present students with the alphabet with missing letters; have them use their “cheat sheet” to fill in the missing letters. As they complete the activity have them say the sound of each letters. (each person has a writing sheet and must produce a product)

**Table Tent Directions: Your Chart is missing letters; work with your group to fill in the missing letters. Each person must show work on their chart.**

2. Present students with the alphabet with several missing random letters. As they complete the activity, have them say the sound of each letters. (each person has a writing sheet and must produce a product)

**Table Tent Directions: Your Chart is missing several letters; work with your group to fill in the missing letters. Each person must show work on their chart.**

3. Present student with the alphabet with only the vowels given. As they complete the activity, have them say the sound of each letters. (each person has a writing sheet and must produce a product)

**Table Tent Directions: Your Chart only has he vowels present; work with your group to fill in the missing letters. Each person must show work on their chart.**

4. Present the heading: What are the letters of the Alphabet? Have them use blank paper to write the letters of the Alphabet. As they write, look for:

**What are the letters of the Alphabet?**

As you write, watch your:

- a. Penmanship
- b. Write both the capital and lowercase letter
- c. All 26 in order

**Wrap up/Exit activity:**

Place a bag with letters, both upper and lower case on each table, have student reach into the bag and select a letter (could be tiles, index cards, etc.). The must say:

1. The letter name
2. Whether it is upper or lower
3. The sound it makes
4. the letters that comes before and after the it (depending on the level of your student, during this assessment you could have them use their cheat sheet or the classroom alphabet line or have them recall the information).

## **Debrief: Teacher chat**

What are some take a ways?

### **Final Activity for AM session**

#### **Lesson: Site Word Refresher**

**First:** Explain that we have been practicing these site words for some time now. Today before we go into text discussion we will practice finding, saying and using these words. Remember how you are using these words, because you will need them as we moving into text.

Now, send participants off to practice using the words.

1. Sight Memory Game: When they turn over a card, they must say the name of the word, and then search for the match. If you don't find a match, you must use the words turned over in a sentence. Once you are finished, turn the card back over and let someone else have a turn.
2. Sight Word Bingo: Have each member select a bingo card. Each student takes turn drawing a word from the pile and calling out. The student who covers 5 site works first, wins and must read their site word out loud.

## Session two 11

**Earlier we looked at ways to get students working with words and letters. Now let's practice ways to get our low level students interfacing with text.**

Group Task: Access to text for different level learners

**Explain to students:**

Explain to students that they will be working as a group to discuss and create a story line by arranging the picture frames/picture scenes. Remind them that you expect to hear them discussing the picture frames/picture scenes as they decide on the story line.

Group Directions below: Cut and place on separate paper.

## *What's the Story*

1. You will be working with 4 envelopes. Each envelope holds a part of an entire story. You can only move to envelope number # 2, once you have finished creating the first part of the story which is in envelope number # 1. You will follow this same pattern, for each of the four envelopes.
2. Begin by, discussing and arranging the picture frame/picture scene to create a story line.
3. Once you are finish arranging the picture frame/picture scene. As a group, use the *Sight Word* list and other vocabulary you know to guide your team as you identify a **word, phrase** or **sentence** that tells what is happening in the story. The story must follow a pattern. Use index cards, sentence strips, post-its, and any of the other tools to write your **word, phrase** or **sentence**. Use tape to attach the scene/frame word, phrase or sentence. Be ready to display and share your story with the class.

Finally, give your story a title

*Teacher Note:* Possible follow up activity could be to identify the emotion(s) for each frame.

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2. First, begin by discussing and arranging the picture frame/picture scene to create a story line.
3. Once you are finish arranging the picture frame/picture scene. As a group, use the *Sight Word* list and other vocabulary you know to guide your team as you identify a **phrase** or **sentence** that tells what is happening in the story. The story must follow a pattern. Use index cards, sentence strips, post-its, and any of the other tools to write your **phrase or sentence**. Use tape to attach the scene/frame and phrase or sentence together. Be ready to display and share your story with the class.

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## *What's the Story*

1. You will be working with 4 envelopes. Each envelope holds a part of an entire story. You can only move to envelope number # 2, once you have finished creating the first part of the story which is in envelope number # 1. You will follow this same pattern, for each of the four envelopes. Also, look at the each envelope, noticed that some have a question attached. ***Remember:*** before opening envelope the question must be read first.
2. Now read the question and then open envelope #1. As you arrange the picture/frame, remember you must use sequencing words such: as **first, then, next, after, finally...** in order to create a story line. You must also discuss the question asked on the envelope as you arrange the scenes.
3. They story must follow a pattern. Use index cards, sentence strips, post-its, and any of the other tools to write your **phrase or sentence**. Use tape to attach the scene/frame and phrase or sentence together. Be ready to display and share your story with the class.

Finally, give your story a title

**Teacher Note:** Words that might present difficulty for students and should be taught before presenting the activity are:(**asthma, controller, medicine, healthcare, Spacer**)

Possible follow up activity could be to identify emotion(s) for each frame.



*Question for Envelope*

Place on back of envelope **1** question:

**There is no question for this envelope, but please remember to read and discuss the questions on envelope **2, 3, & 4** before opening them.**

Place on back of envelope **2** question:

**Read and discuss this questions before opening the envelope**

What do think with will happen in the next scene/picture frames, why do you think so?

Place on back of envelope **3** question:

**Read and discuss this questions before opening the envelope**

Do you think Mario will get his new scene? If you think so, how might it look? If you don't think so, why not?

Place on back of envelope **4** question:

**Read and discuss this questions before opening the envelope**

Now that Mario was successful in getting the scene changed, do you think he will be successful in winning back Angela? Why or why not?