

Instructor: Caily Bridgeland

## **Phonics Lesson Tab 2**

Grade: 1st

SOL 1.6f: The student will apply phonetic principles using word patterns to decode unfamiliar words.

SOL 1.6e: The student will blend beginning, middle, and end sounds to recognize and read words.

Objective: Students will be introduced to the VCE pattern “-ate,” recognizing its sound and letter pattern. They will blend beginning consonant sounds to create different words with that same end pattern. Students will discover word patterns when they recognize sight words with the same endings.

Materials needed: Is Your Mama a Llama? By Steven Kellogg

**Explicit Instruction:** “Today we are going to read a book called, Is Your Mama a Llama? by Steven Kellogg. Before we start reading, I am going to show you a strategy that I use that helps me when I do not know how to read a word. You will learn to figure out words that you do not know by comparing them to sight words that you *do* know. Recognizing spelling patterns in words can help you figure out how to decode very difficult words correctly. By the end of the lesson, you should be able to take sight words that you *do* know to help you figure out words that you do not know.”

**Develop the concept:** “Before we start reading, let me give you an example of what I do when I do not know a word. For example, if I did not know the word *fate*, and I came across it in reading, what would I do? Well, first I would try to pronounce it the correct way. To do this, I would sound out the beginning, which I know is /f/, /f/, /f/. If I’m pretty sure I have the beginning sound correct, I’ll ask, “Do I recognize the rest of the word? Is there another word I know whose ending looks the same?” I look at the part of the word – *ate*. I realize that I know a sight word with that same ending, which is *date*. So I put together the /f/ sound and the –*ate* sound that I remember form the word *date*, and end up with the word *fate*. Now, let’s read Is Your Mama a Llama? and see if we can decode words that we do not know by comparing them with rhyming words that we do know. Is Your Mama a Llama? Is a very helpful book for this because it pairs sight words that we recognize with

other less familiar words that we do not know. These sight words and less familiar words often have the same endings. For example, even in the title, we can recognize the word *mama*, but might have a hard time reading the word *llama* without help. We can sound out the /ll/ and then pronounce –*ama* the way we would in *mama* to get the pronunciation for the word *llama*. It is helpful that *mama* and *llama* appear next to each other, because we can recognize the word pattern much more quickly.

**Practice the concept:** Pass out cards with then VCE pattern –*ate* and divide students into pairs. Have them go down the alphabet starting with the letter *a* and ending with *z*, trying to find as many words as they can with the ending that they are assigned. Have students write the words they come up with in an alphabetical list that the teacher hands out.

**Apply the concept:** Give students a handout with a sentence with an easy sight word combined with a harder word with the same spelling pattern. Have students circle the two words with the same spelling pattern, and have them sound out the more difficult word to a partner.

**Closure:** Go over the handout to make sure that students correctly pronounced the more difficult words. Elicit student responses. Hearing their classmates sound out words will help students differentiate words that follow the pattern from words that do not. Students will also have the chart which will visually show how the pattern repeats, so that they will remember the spelling pattern for –*ate*. Ask, “Why is this strategy important? How will it help you as a reader and writer?”

**Evaluation:** Students will hand in the sheets of the words with the same spelling pattern in alphabetical order, as well as the handout with the circled words for summative evaluation. Student responses during the read-aloud and participation during the closure discussion will be formative assessment.

1) Sample spelling pattern card for partners

**- ATE**

2) Spelling Pattern Handout

**Name:** \_\_\_\_\_ **Partner:** \_\_\_\_\_  
**Date:** \_\_\_\_\_ **Spelling Pattern: (-ate)**

**WORDS WITH SPELLING PATTERNS**

<b>/a/</b>	<b>ate</b>
<b>/b/</b>	
<b>/c/</b>	
<b>/d/</b>	<b>date</b>
<b>/e/</b>	<b>elate</b>
<b>/f/</b>	<b>fate</b>
<b>/g/</b>	<b>gate</b>
<b>/h/</b>	<b>hate</b>
<b>/i/</b>	
<b>/j/</b>	
<b>/k/</b>	
<b>/l/</b>	<b>late</b>
<b>/m/</b>	<b>mate</b>
<b>/n/</b>	

/o/	
/p/	<b>plate</b>
/q/	
/r/	<b>rate</b>
/s/	<b>state</b>
/t/	
/u/	
/v/	
/w/	
/x/	
/y/	
/z/	

**3) Individual handout with sight words and unfamiliar words with the same spelling pattern**

**Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Phonics Handout: Spelling Patterns**

**Directions:** Read each sentence carefully and circle the two words with the same spelling pattern.

1) Sally was late when she ran over the gate.

\_\_\_\_\_ ex. Circle 'late' and 'gate' \_\_\_\_\_

2) Sammy ate his dinner on his favorite birthday plate.

\_\_\_\_\_

3) Mary's gas rate was high in her hometown state.

\_\_\_\_\_

