

Procedures/Steps	Skill Focus	Materials
<p><b>Active Warm Up</b> Review previous learning. 1. Write some questions on the board. 2. Students stand in two lines facing each other. 3. Each student asks the one across from him/her a question – he/she answers. 4. Then one row moves down to the next person. (use an assortment of phrases and questions learned previously)</p> <p>“What time is it?” “What is the date today?” “What time do (did) you ...eat breakfast?”</p>	<p>Reading supports oral practice.</p> <p>Cooperative learning</p> <p>Question and answer practice.</p>	<p>Previously learned questions.</p>
<p><b>The Message</b> Write on the board. Students read the sentence and guess the word that belongs in the blank.</p> <p>The turnip is b ___. Grandpa p ____ the turnip.</p> <p>If student’s confuse the writing of the letters, demonstrate by using your finger to write on the desk - <b>b</b> stroke down from top line, up and around <b>p</b> stroke down from middle (line), up and around</p>	<p>Using initial sounds/letters to sound out the new word.</p> <p>Contrast the writing of b and p as well as the sound that each makes.</p>	<p>Chalk/white Board</p>
<p><b>Introducing the lesson</b> Teacher acts out: <b>Please help me ...</b>“I don’t speak English.”     ...“the baby is crying.”     (...“a boy from in the peach.”)     ...“I want to see my grandma.”     ...“I want to see my white horse.”</p> <p>In pairs, one student asks for help and points to a picture. The other student responds either: “I can help you.” or “Sorry, I can’t help you.”</p>	<p>Teacher models the language.</p> <p>Students practice realistic dialogue.</p>	<p>TB p. 120-121 SB p. 50</p>
<p><b>New Vocabulary</b> 1. Hold up the pictures as you say each phrase..</p> <p><b>Grandpa</b> pulls <b>Grandma</b> pulls <b>Granddaughter</b> pulls</p> <p>Give a picture to a student and ask him/her to repeat the</p>	<p>Actions with visual clues.</p>	<p>Enlarge cards on SB p. 77 and cut out.</p>

Teacher’s Book pg. 119 -Student Book pg. 50-55

<p>phrase and demonstrate the word <b>pulls</b>.</p> <p>Write the word <b>Grand</b> on the board using proper letter strokes. Tell students the definition or translation: Noble, highest rank, impressive size</p> <p>Use the words in new words in sentences. Ask students to tell something about either their Grandpa or Grandma.</p> <p>Skywriting – trace the letters with your finger as you make the sound of the letter. Have students do the strokes in the air following your example.</p>	<p>Link new vocabulary with written word, translation, definition, use and picture. (4 Square)</p> <p>Spatial learning by shaping the letters and words through movement.</p>	<p>Reference handwriting sheet for proper letter strokes.</p>
<p><b>Chants and Songs - Phonemic Awareness and Phonics</b></p> <p>1. Display the chart #20 (gr). Write the word <u>Grandma</u>, <u>Grandpa</u> and <u>Granddaughter</u> on the board. <i>Point to the first two letters (consonants). Ask students what sound they hear at the beginning when they say those words.</i></p> <p>2. Ask various students to come to point to words on the chart that begin with GR. Ask the students to try to sound out the word. Ask them to guess what the word means – pictures can be used as clues. (All the bolded words.) Provide the translation if necessary.</p> <p>3. Point out the word garden, ask students to listen to its beginning sound. – G Point to ‘round and ask students to listen to the – R sound at the beginning.</p> <p>4. Listen to the song on the CD #19. The second time students listen ask them to raise their hand when they hear the GR sound. The third time, they can sing along.</p> <p>5. Tell the students that the picture on the chart uses purple grapes and does not tell the whole story from the song. Ask students to draw a better picture for the song.</p> <p>6. Students can also copy the song and underline the words that begin with gr.</p> <p>7. Sing the song again.</p>	<p>Using what students know to focus attention on new learning.</p> <p>Contrast the initial sound blends (GR) and single consonants (G and R).</p> <p>Increase sight vocabulary.</p> <p>Focus on letter – sound correspondence.</p> <p>Elicit critical thinking as the students critique the picture.</p> <p>Link the images created by the song with written text.</p>	<p>Scholastic <i>Phonics Sing Along</i> p. 20 Green Grapes (CD#19)</p>
<p><b>Chants and Songs</b></p> <p>1. Before doing SB p. 52. Divide class into 6 groups. Read the cards to the students and explain what the phrase means. Give each group a card and ask them to act out the phrase. One student from each group demonstrates the phrase for the whole class.</p>	<p>Learn common phrases.</p> <p>Increase sight vocabulary.</p>	<p>TB p. 126 – middle of page. Write phrases on large cards.</p>

Teacher’s Book pg. 119 -Student Book pg. 50-55

<p>2. Using the CD 64-70                  1<sup>st</sup> students listen to the story/chant.                  2<sup>nd</sup> The whole classes practices the group chant.                  3<sup>rd</sup> Listen again - Students hold up the character card when the character speaks. All say the chant.</p>	<p>Chant to increase accurate pronunciation.</p>	<p>CD(60, 61-63, 66-67, 71 &amp; 72)</p>
<p><b>Vocabulary Expansion</b>                  Synonyms – words that mean the same</p> <p>What we call our parents and grandparents is very culture specific. Each culture and family has its own favorite names for these people. Ask students what they have heard parents and grandparents called. Write them on the board. Explain that all are appropriate as it is cultural or family specific. You might hear (add others you know):</p> <p>Ma - Mama, Mother, Mommy, Mum                  Pa - Papa, Dad, Daddy, Father, Pop, Pops,                  Grandpa –Opa, Granddad,                  Grandma – Nana, Oma, Granny</p>	<p>Understanding other cultures.</p> <p>Learn some commonly used words.</p>	
<p><b>Vocabulary Expansion - Word Families</b>                  Change a sound to make a new word with different meaning.</p> <p>Write the word <u>turnip</u> on the board. Place the picture of a turnip next to the word. Explain to students that there are other words that end the same as turnip. They are in the –ip word family. You can change the beginning sound and make a new word. When new sounds are added at the beginning of words they may or may not have meaning in English.</p> <p>Hip – part of the body, 腰                  Dip – bend or drop in and pull out, 浸漬, 浸す                  Yip – yell that a dog makes, 甲高い声                  Skip – walk with alternate hops on each foot, 跳躍                  Zip – zipper – close, 健祥                  Flip – turn over in the air, 弾く, 遠慮の無い                  Slip – slide suddenly, 滑る, 間違い                  Trip – travel, 旅行, 躓く</p> <p>Other common words that students might know:                  Chip – break a little bit or a little chunk, 木片, 欠く                  Lip – outside part of the mouth, 唇                  Tip – give a gratuity, 先端, 傾ける                  Whip – to beat, むち</p> <p>Sing the song and add motions that match the words.</p>	<p>Guide students to listen to the ending sounds of words.</p> <p>Learn spelling patterns.</p>	<p>Use Scholastic <i>Word Family Sing Along</i> –ip                  CD #12                  Picture of a turnip (other pictures would be helpful)</p>

Teacher’s Book pg. 119 -Student Book pg. 50-55

<p><b>Assessment</b></p> <p>To assess <b>listening</b>: Divide the class into 8 groups, assign each group a picture (6 on p. 52) and (2 on p. 53). Tell the groups to make sentences to retell the story. Begin with group 1 to tell about their picture then have each group add on to the story. (Teacher should note errors that are made for reteaching or reinforcement in the next lesson.)</p> <p>To assess <b>phonemic awareness</b>: If you have a small class, put the chart in front of the class or in a large class, print it on paper. Ask students to point to the word that you say. (Randomly say words in the song.) Observe where students are pointing.</p> <p>To assess <b>word families</b> – divide class into groups of 4. Give each group two –ip words. Ask students to make sentences that include their –ip word. Each group tells their sentences then passes the words to the next group. Procedure is repeated.</p> <p>Students can <b>retell the story</b> heard on CD 66, 67 or 71. Not all students need to do this each lesson, just a few.</p>	Listening comprehension	SB p. 52 and 53
	Sound discrimination	Scholastic <i>Phonics Sing Along</i> p. 20 -gr
	Word families	Write the –ip words on cards.
	Listening comprehension	

Sample Assessment Checklist – Book 6, Lesson 8

Learned  
4

Acceptable  
3

Acquiring  
2

New/introduction  
1

Student’s Name	Listening	Sounds /gr/	Word Family -ip	Retell the story

Other Lesson Ideas: