

Lesson Exemplars for English Language Learners/Multilingual Learners: K-2 Skills Routines

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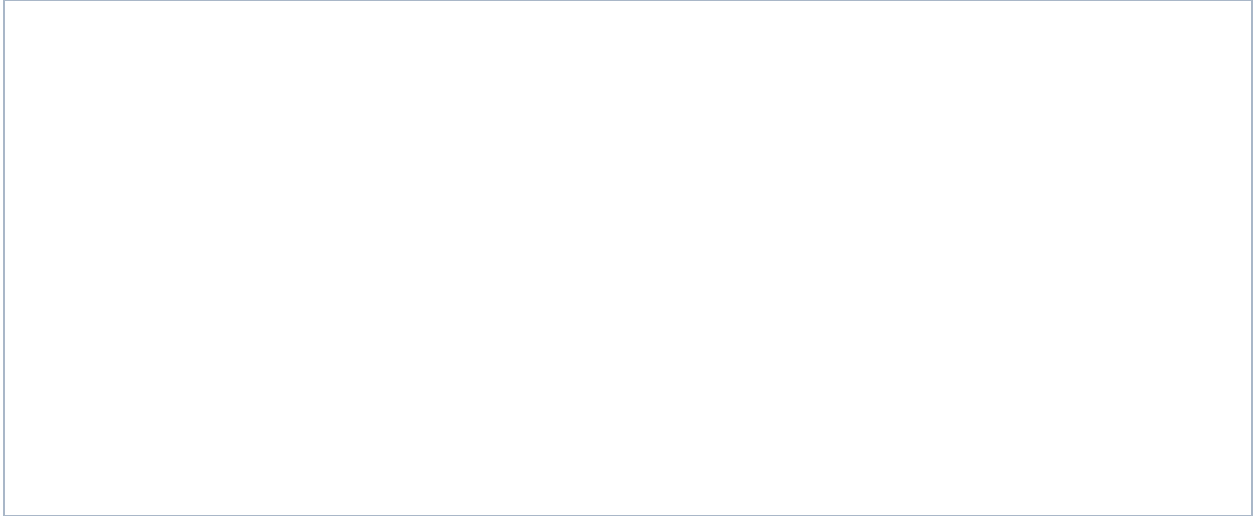


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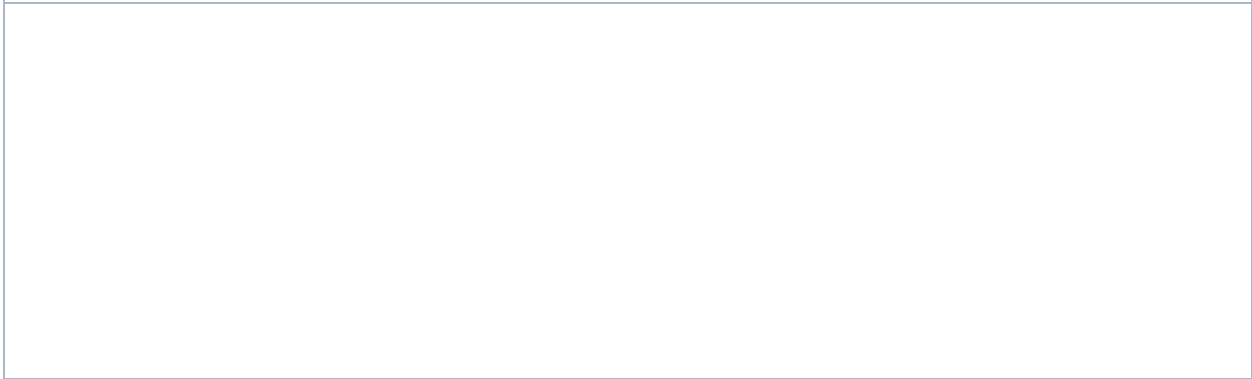
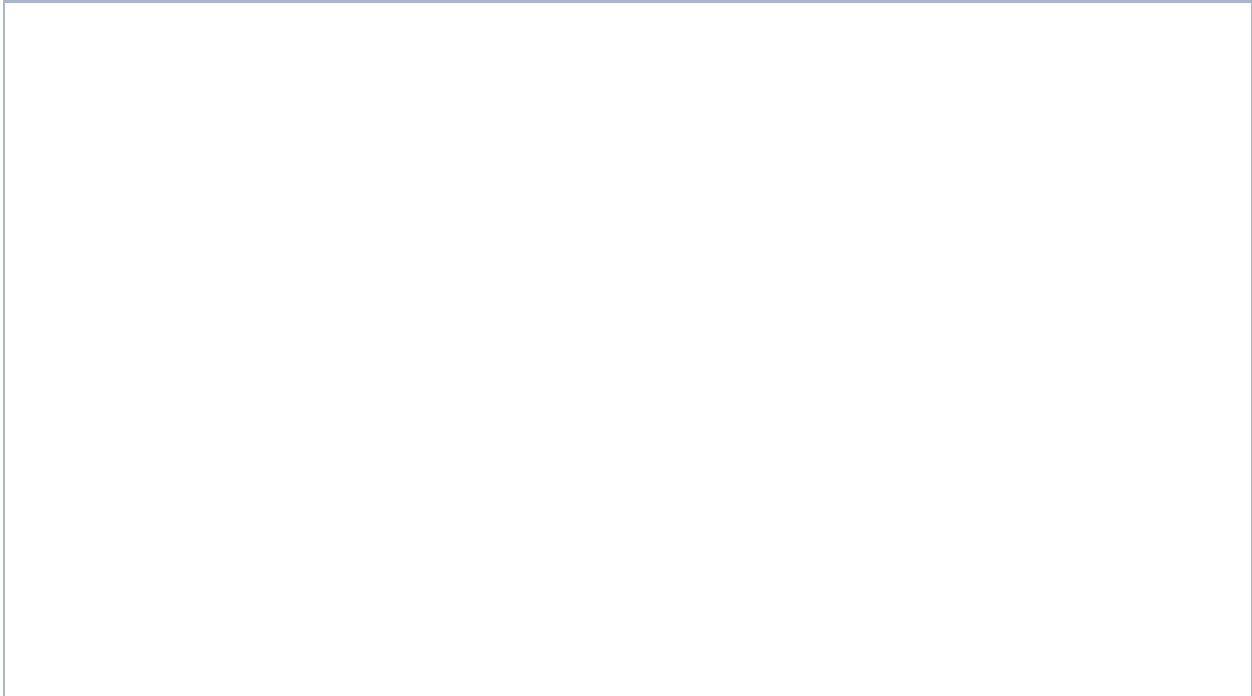
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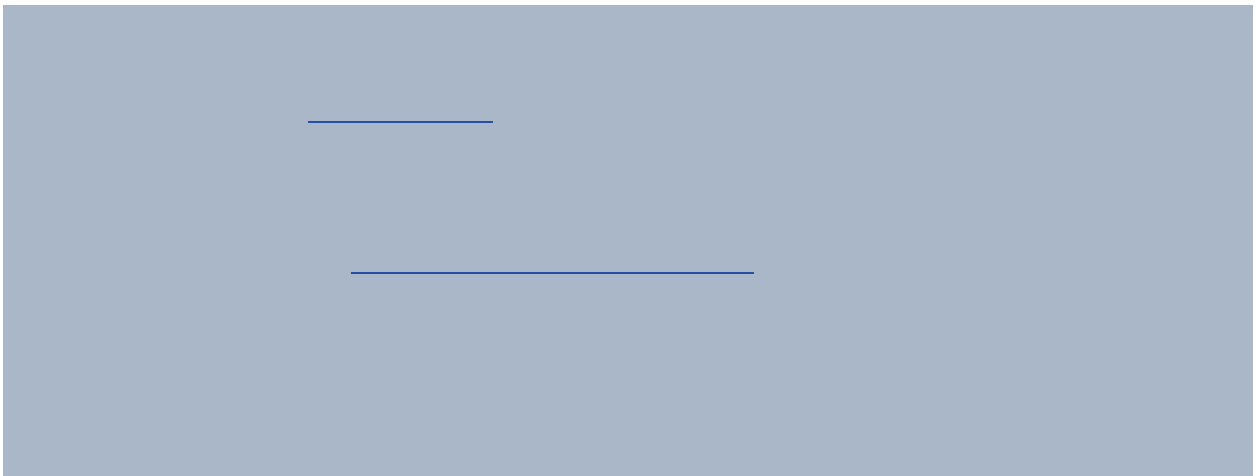
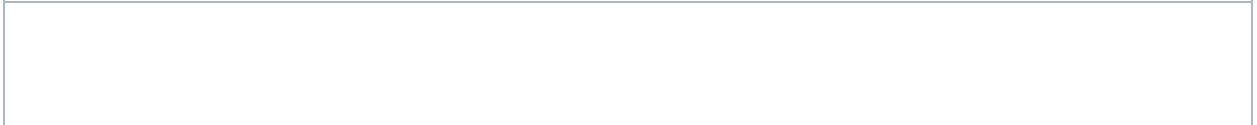
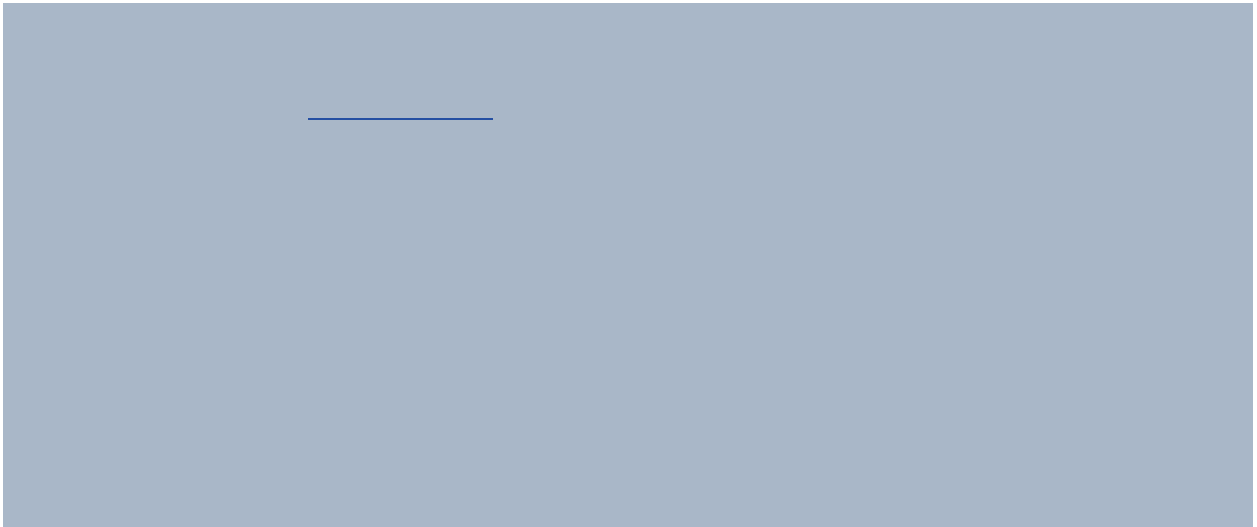
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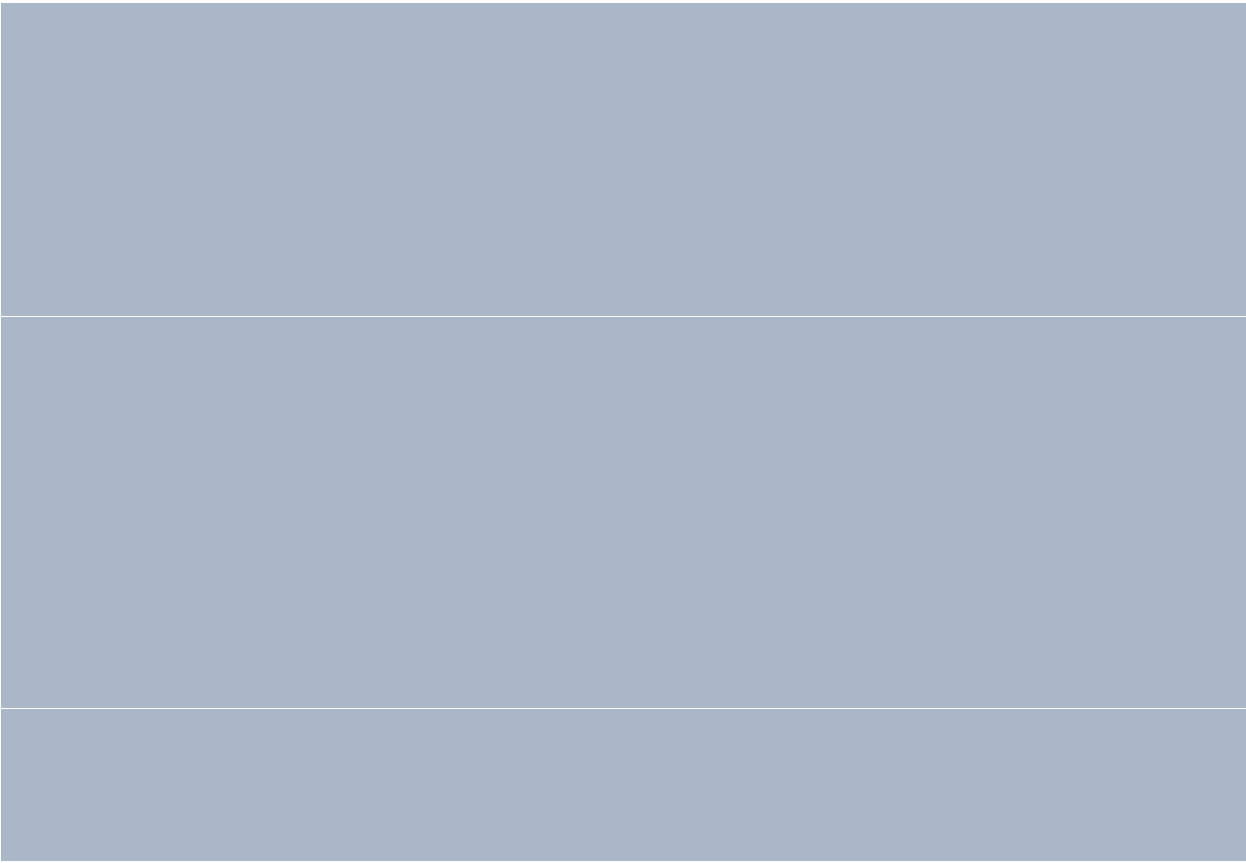
– Next, use the black dots as starting points to make a...line down, hump, circle, vertical line, diagonal line, etc.

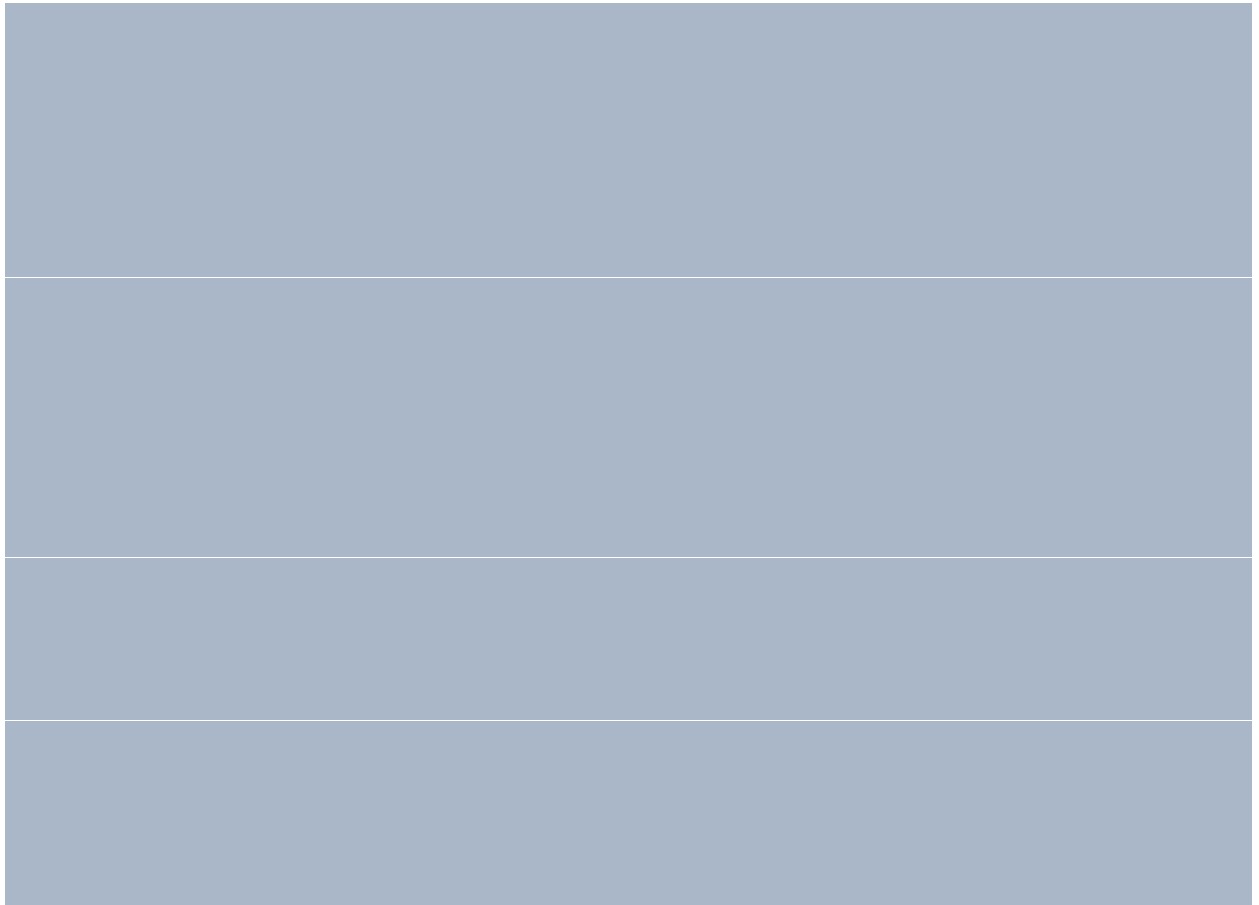
§ Say the sound as you finish writing it.

§ Turn the page over.

§ Place your finger on the first picture.

§ What is it a picture of?





Š Blend the sounds together to make a word. Now, we have to blend the sounds to make a word. *Blend* means put together. Let's blend the sounds to make a word. What word do we have? What did we do?

Š If I remove /__ / and add /__ /, what word do we have? Now I am going to remove the letter X. *Remove* means take away. What word do we ha

%o



§ Show students the tricky word card. [Explain concept to students.] This is a tricky word because you do not make all the sounds in the same way as you usually do.

§ Ask students how the word would be pronounced through blending. **How would you pronounce or say the word by blending?**

§ This word is pronounced /-/, /-/, /-/.

§ Use word in sentence: This is a tricky word because it is really pronounced or said as.... A sentence with this word is....

§ Write the tricky word on the board. Let's read this word together. [R-3.9 (.).6 (b)a9.3 (t)-4.67(w)4.7 (or10.8 (r)-3.9

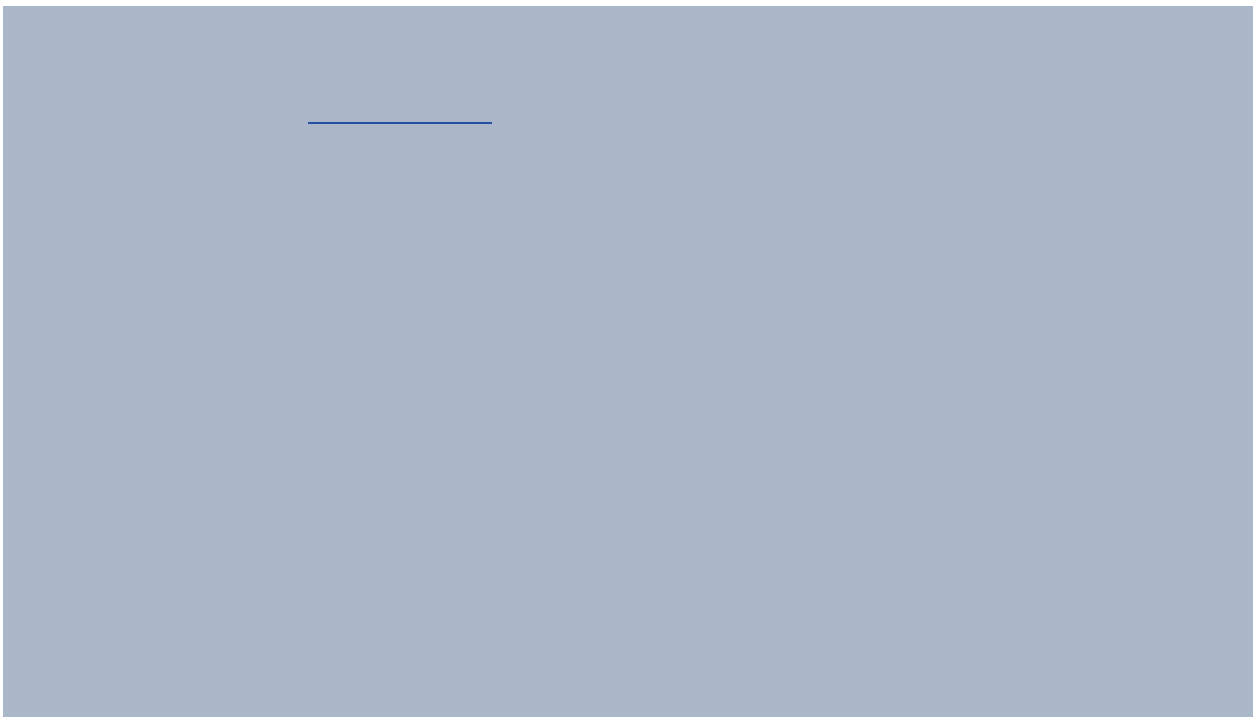


For first grade: Demonstrate first, middle, last by pointing to letters that have those positions and have students practice saying first, middle, or last. Explain that *rearrange* means put the letters in a different order. Demonstrate *rearrange* in this context and give students an opportunity to rearrange the letters and say they are rearranging the letters.

AIR Instructions for Students

Š Pass out large cards. These are pictures of sounds.

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AIR Instructions for Students

- § Students use pencil and paper. Take out paper and pencils.
- § Teacher tells students that she will say a number of words for them to write.
- § Say the word. [Ideally, the teacher would show a picture of the word.] Can you repeat the word with me?
- § Segment the word by using finger gestures. I am breaking up the word into sounds. I will show you one finger for each sound.
- § Ask students how many sounds there are. How many sounds are there in the word ___?
- § Teacher models drawing the number of lines on the board as there are sounds in word; Now, I am going to draw a line on the board for each sound. How many lines did I draw?
- § Students do same on their own paper: Now it is your turn. Draw one line for each sound. How many lines are there?
- §