

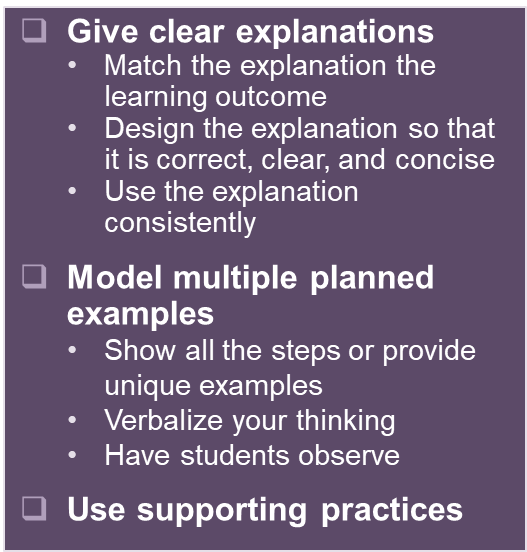
Activity 5.24 – I’ll Start It…

*Apply your Knowledge*

Workbook

The lesson will be a curriculum example. It is a beginning reading lesson. Read the curriculum example below.

Objective: to understand relationships between letters and sounds



***Curriculum Example***

Have children name the pets in the illustration that goes with the poem. Elicit the word *dog* and write it on the board. Tell the children that they will learn about the sound they hear at the beginning of dog and the letter that stands for that sound.

Ask children to read the first line of the poem. Have them find *dog* and match it with the word *dog* on the board. Then have children read the following pairs of words. Ask them to repeat each pair of words and tell them which word in the pair begins with the same beginning sound as *dog: dig, jig, dime, rhyme, date, gate, fill, dill, rug, dug*

Call attention to the word *dog* on the board. Ask children to name the letter that stands for the sound they hear at the beginning of *dog*. A volunteer can draw a line under the letter d.

Does the objective work?

Watch the module to see how Devin begins the explanation and model. Continue the explanation and write two more cycles of modeling below.

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| **Objective:** Students will identify spoken words that begin with the /d/ sound and associate them with the letter d. |
| **Cycle 1**  **Explanation**  We already know this letter. What letter? d. We also know the sound of d. What is it? /d/. We are going to listen to the first sound in words and  **Model**  My turn first. Hold up dog picture. This says dog. What does it say? Dog. Now, I  **Cycle 2**  **Explanation**  **Model**  **Cycle 2**  **Explanation**  **Model**  . |