

**Reading Lessons for  
Alaska State Standards**

<p><b>Grade Kindergarten Mastery Packet 6 Lesson 6</b></p>	<p><b>Teacher Materials</b> FLSZ Rule Card <b>Student Materials</b> Alphabet Folder</p>
--	---

**PERFORMANCE STANDARD**

**R.1a Distinguish, reproduce, and manipulate the sounds in words.**

**R.1b Use a combination of the following to read and comprehend text:**

- knowledge of phonics, alphabet, alphabetic principle, *e.g.* recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns;
- **picture and visual cues;**
- sight recognition of high frequency vocabulary words;
- word structure, *e.g.* root words, prefixes, suffixes, **rhyming words;**
- language structure, *e.g.* word order, grammar;
- **meaning structure, e.g. prior knowledge and context;**
- **text structure, e.g. read left to right.**

R.12a Comprehend literal meaning from text.

(Bold area is the performance standard or standard area being addressed in the lesson.)

<b>Phonemic Awareness Instruction</b>	<b>Phonics Instruction</b>	<b>Text Comprehension Instruction</b>	<b>Fluency Instruction</b>	<b>Vocabulary Instruction</b>
Oral Segmentation	Introduction to Hh double consonants	A Young Farmer of Leeds Questions	A Young Farmer of Leeds Questions	Hh Word List
Approximately 10 minutes	Approximately 10 minutes	Approximately 20 minutes	Approximately 5 minutes	Approximately 20 minutes

Receiving the entire lesson at one setting would be difficult for kindergarten students. Each section of the Lesson can be done at different times during the day. All instruction and activities are to be completed in a one-day period.

**PHONEMIC AWARENESS INSTRUCTION**

**Direct Instruction**

**Teacher:** We are going to try punching words today. Who thinks they know what I mean by punching words. (Listen to student’s responses.) First, I say the word we are going to punch. Then we punch for every sound in the word. Let’s try one together. Our word is ‘tap’. Let’s punch for every sound in ‘tap’ /t/-punch /a/-punch /p/-punch.

**Activity**

**Teacher:** Let’s try punching more words. (Use the following words to punch out. Words include sounds that have been introduced.)

- Our word is \_\_\_\_\_.      /\_/-punch, /\_/-punch, /\_/-punch

(sat, sit, sip, nip, pin, pat, pan, pin, lip, lint)

## **Closing**

**Teacher:** Who can tell me a word that they would like us to punch out. (Use two or three words that are suggested by students to punch out.) Why is it useful for us to know how to break the word down? (To be able to read the sounds in the word.)

## **PHONICS INSTRUCTION**

### **ALPHABET CLUES**

#### **Introduction to Letter Hh**

Draw three lines on the board that look like writing lines. Make the lines approximately 10 inches from the head line to the foot line.

#### **STEPS:**

- Form letter on board. Tell students name of letter. Talk about the way to make the letter.
- Make several patterns on the board.
- Have several students come to the board and simultaneously name and trace the letter.
- Students who have traced the letter return to their seat and form letter with arm swing naming the letter as they make it in the air. Make sure they are looking at their fingers while naming and making the letter.

### **KEYWORD CLUES**

Now it is time to figure out what the keyword is for the letter h.

- The keyword for h is a type of shelter.
- It has a roof.
- There are usually bedrooms in this type of building.

What word am I thinking of? /house/

### **AUDITORY CLUES**

In order to make the sound of the letter h your mouth is a little open and you push air from the back of your throat. Try making the sound /h/. Your tongue should be relaxed. Hand out mirrors for students to see the position of their mouths as they say /h/. Who can tell me how you make the sound of h? Make sure to listen to each student say /h/. Listen to make sure they are not adding a vowel sound.

Now let's practice all three of our h clues together.

1. Make an h using arm swing. Say the name of the letter.
2. Say 'keyword'.
3. Put hand behind ear and say sound /h/.
4. Listen to students as you have them practice one at a time.

## **Activity**

Continue with alphabet book. Have a folder for each child. Students will put completed page in the folder. Keep folders at school. Hand out alphabet page. Ask students to find one capital and one lower case letter from a magazine that they will cut out and glue onto the page. Then have them glue or draw or attach a hand (hat, horse, heart, hippo) onto the page. Discuss the /h/ sound while doing this activity.

## Closing

What is the letter that we learned about today? Hh

## Direct Instruction

Teacher says: We are going to learn about something new today that will help us read more words. Write the following word on the board 'off'. What is different about this word? (It has two 'f's') Does anyone think they know how to read this word? When we read this word we do not have to say the sound for 'f' twice therefore I will cross off the last 'f' so that I remember not to read the extra 'f'. (Cross off the 'f'.) Now I am ready to sound this word out. Let's try another word. Write the word 'pass' on the board. How is this word similar to the last word? (It has two of the same letters in it.) What should I do to this word? (Cross out the last 's'.) Let's read the word. (/pass/) How did you read the 'ss'? (/s/) When we see a double s at the end of a word we only have to say it once. Introduce card to use as a reminder. There is a rule that we are going to learn today. It is called the 'floss' rule. When we see a f, l, s, or a z after a single vowel/a vowel by itself and the word is one syllable we double the final consonant f, l, s, or z.

### FLSZ RULE

off – final ff = /f/  
hall – final ll = /l/  
pass – final ss = /s/  
buzz – final zz = /z/

We often double f, l, s  
and z following a  
single vowel at the end  
of a one-syllable word.  
[off, hall, kiss, buzz]

## TEXT COMPREHENSION INSTRUCTION

### FLUENCY INSTRUCTION

#### Direct Instruction

**Teacher says:** We are going to practice *A Young Farmer of Leeds*. Show a copy of *A Young Farmer of Leeds* that you have prewritten on chart paper or sentence strips. Recite with expression for students. Point to the words as you read them. Recite once more. Have students join you on third recitation. Keep pointing to the words.

#### Activity

**Teacher says:** I am going to ask some questions about *A Young Farmer of Leeds*.

- How old was the farmer? (young)
- Where was the farmer from? (Leeds)
- What did he swallow? (seeds)
- How many packets of seeds? (six)

Are there any words that you don't know? (Discuss any vocabulary with students.)

#### Closing

**Teacher says:** What was the name of the poem we worked on today?

## VOCABULARY INSTRUCTION

Make a cutout a large 'h' from construction paper, butcher paper, etc. Generate a list of words beginning with 'h' as a whole class activity. Possible words are: hamburger, hair, helicopter, head, hanger, hospital, hammer, hawk, hoola hoop, Halloween, harmonica, hiccup, hop, hammer, hide, hug, hold, hum, hotdogs, Hawaii, home, etc. Add words that your students may not know the meaning of and discuss the meaning. Use the word in a sentence. Have students practice using the word in a sentence.

**Read to the class for ten to fifteen minutes daily. Select books or poetry on the intellectual level of your students, not the students' instructional reading level.**