





LESSON 128

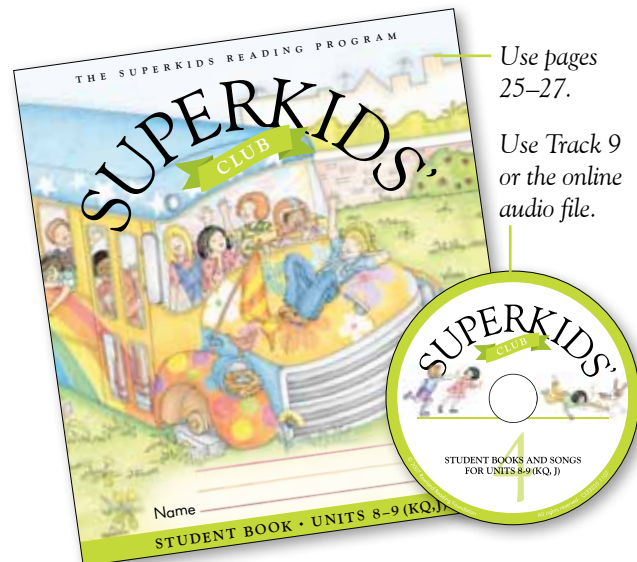
Decoding and Encoding

Summary of Core Instruction

-  **Daily Routines:** Informal Assessment
-  **Step 1** Give phonemic awareness and phonics practice: j/j/
-  **Step 2** Give decoding and encoding practice
-  **Step 3** Give practice encoding rhyming words

Materials

Student Book for Units 8–9 (KQ, J)
CD 4 or the online audio file
Student White Boards or handwriting paper



Use pages 25–27.

Use Track 9 or the online audio file.

Student Objectives

Reading

Phonological Awareness

Identify rhyming words

Phonemic Awareness

Associate picture names with /j/

Phonics

Associate j with /j/

Blend sounds to decode words

Spelling

Encode medial vowels to complete words

Encode rhyming words

Listening and Speaking

Follow oral directions



DAILY ROUTINES: Informal Assessment

Phonemic Awareness

Have children pretend to jump rope if you say a word that begins with /j/ as in *jump*.

jelly kite just joke
jeep jingle lucky jewelry

Dictation

Say a word, give a context sentence, and tell children to write the letter j if the word begins with /j/ or write the letters qu if the word begins with /kw/.

jet quilt juice
queen jungle quickly
jacket quack joyful

Handwriting

Have children read the words aloud together before copying them.

J J j j
Jj Jj Jj Jj
Jet jet Job job



Give phonemic awareness and phonics practice: j/j/

Use Student Book page 25.



Parents: Your child circled items in the picture whose names begin with the sound heard at the beginning of juggle.

Child circles pictures of jack-in-the-box, jump rope, jacket, jigsaw puzzle, jewels, jam, jacks.

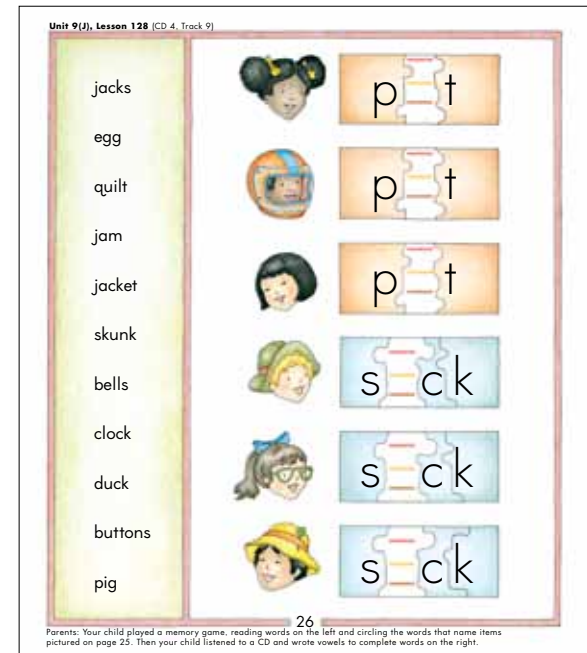
Help children identify pictures. Have children turn to page 25. Tell them this page shows a tray full of things that Ettabetta has set up for a game. Help children name the items on the tray. (safety pin, buttons, jack-in-the-box, jump rope, egg, jacket, jigsaw puzzle, jewels, jam, bells, duck, jacks)

Have children associate picture names with j/j/. Tell children that to play Ettabetta's game, they need to circle the pictures of all the things on the tray whose names begin with the sound /j/ as in juggle. When they finish, call on children to name an item they circled. Ask what letter stands for the sound /j/ at the beginning of the picture names. (j)



Give decoding and encoding practice

Use Student Book pages 25-26 and CD 4, Track 9.




Parents: Your child played a memory game, reading words on the left and circling the words that name items pictured on page 25. Then your child listened to a CD and wrote vowels to complete words on the right.

On left, child circles jacks, egg, jam, jacket, bells, duck, buttons. Then child listens to a CD and writes medial vowels to complete the words pot, pat, pet, sick, sock, sack on right.

Have children decode words and play a memory game. Ask children to turn to page 26. Point out the list of words on the left side of the page. Help children read the words aloud. Explain that Ettabetta made the list for a memory game. To play the game, tell children they need to remember and circle in the list the names of things shown on the tray on page 25.

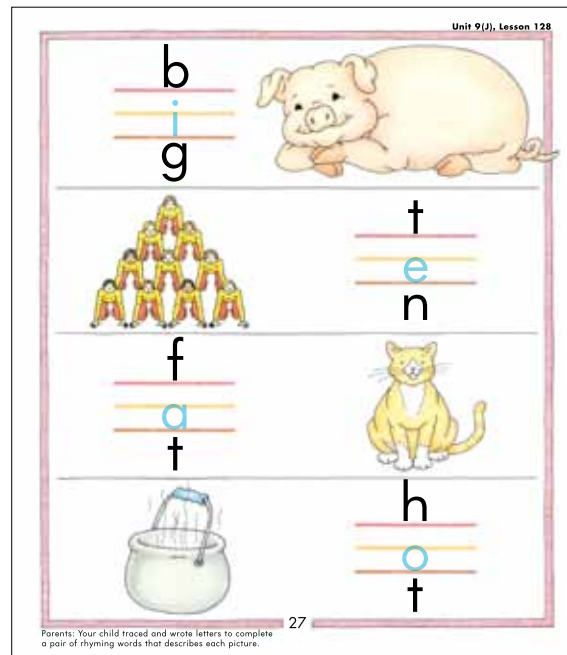
When they finish, call on children to name an item they circled. Have children check each answer by looking back at page 25.

 Have children listen to a CD and encode medial vowels in words. Point out the puzzle pieces on the right side of page 26. Tell children they will use the puzzle pieces to play a word game along with the Superkids. Explain that as they listen to a CD, they will be asked to write on the lines the missing letter to complete each word puzzle. Play CD 4, Track 9.

At the end of the track, the narrator will review the answers. Circulate to check children's work.

Step 3 Give practice encoding rhyming words

Use Student Book page 27.



Child traces and writes letters to complete a pair of rhyming words that describes each picture: *big/pig, ten/men, fat/cat, hot/pot.*

Have children identify and write rhyming words to complete the puzzles. Ask children to turn to page 27. Explain that this page has more word puzzles from Ettabetta. Tell them that each puzzle should have two words—one word that goes down and another word that goes across. Point out the words going down and tell them they will

write on each set of lines the word going across. Explain that the two words rhyme and describe the picture.

Have children read aloud the word going down in the first puzzle. Ask what word rhymes with *big* and names the picture. (*pig*) Have children complete the word *pig* on the lines by writing the first letter, tracing the *i* in the middle, and writing the last letter, to resemble a crossword puzzle.

For the remaining puzzles, have children read the word going down, identify the rhyming word that names the picture, and write and trace letters on the lines to complete the rhyming word across.

Review the page. Have children read aloud the word going down and then the word they wrote going across in each puzzle. Ask them how to spell the words going across.

 *Pleasant's Pointers*

Additional rhyming activities can be found in *Building Blocks of Reading*. You can also have children write pairs of rhyming words or sentences that include rhyming words using words they can encode. See the lists of words organized into rhyming word families at the back of the *Superkids Skill-Building Book*.

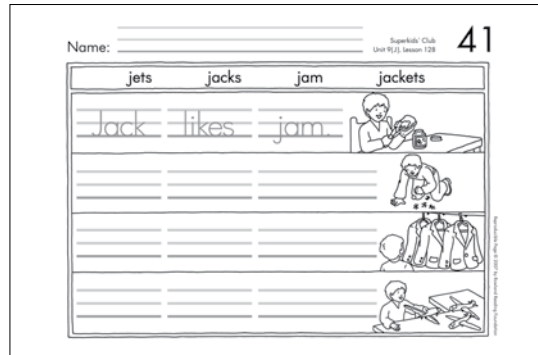


TEN-MINUTE TUCK-INS

Activities for Differentiating Instruction

Reinforce Encoding: Sentences

Use Blackline Master 41.

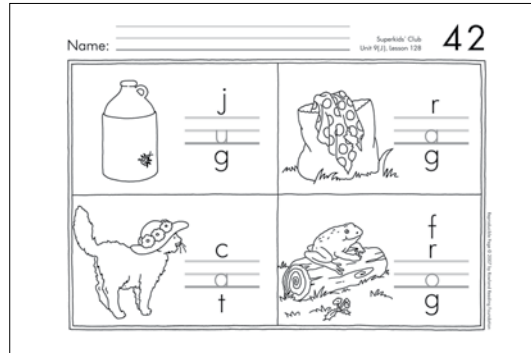


Child traces or writes: *Jack likes jam. Jack likes jacks. Jack likes jackets. Jack likes jets.*

Distribute copies of Blackline Master 41. Explain that the pictures show a boy named *Jack* and things he likes. Have children read aloud the *j*-words at the top. Tell them to look at the first picture. Ask which *j*-word tells about the picture. (*jam*) Have children read aloud and trace the first sentence. For the remaining rows, tell them to write the words *Jack likes* on the first two sets of lines and complete the sentence by writing the *j*-word that describes the picture. Remind them to end each sentence with a period. Have them read aloud the completed sentences.

Reinforce Encoding: Rhyming Words

Use Blackline Master 42.



Child traces and writes letters to complete pairs of rhyming words: *jug/bug, bag/rag, hat/cat, frog/log.*

Distribute copies of Blackline Master 42. Have children read aloud the word going down in the first box. (*jug*) Ask them to identify something in the picture whose name rhymes with *jug*. (*bug*) Tell them to write *bug* going across on the lines by writing the first letter, tracing the *u*, and writing the last letter. For each of the other boxes, tell children to read the word, identify something in the picture whose name rhymes with that word, and then write the rhyming word across on the lines.

Reinforce Vocabulary: Change a Letter, Change the Meaning

Use Student Letter Cards *a, c, e, i, k, l, n, o, p, t, u* (one set of cards per child).

Distribute the Student Letter Cards to children. Have children place the Letter Cards for the vowels *a, e, i, o, u* faceup on their desks. Then tell them to place the cards for *p* and *n* faceup below the vowels. Ask which vowel could be added between *p* and *n* to make a word that names something used for cooking. (*a*) Have children place the *a* card between the *p* and *n* cards to form *pan*. Have them read *pan* aloud and use it in a sentence.

Then tell them to change *a* to *e* and read the new word aloud. (*pen*) Ask what *pen* means (*something you write with or a place to keep animals*) and have a child use it in a sentence. Then challenge children to replace the *e* with a different vowel to make a new word. Give a hint if needed to help them form *pin*. Have them read the word aloud, define it, and use it in a sentence. Repeat the game using *cat, cut, cot* or *lick, luck, lock*.