High Engagement Reading Lessons

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Brand Name Phonics

Brand Name Phonics activities are all built around various products and places in the environment. Students learn how the products, places and signs in their environment can be the keys to unlocking the pronunciation and spelling of thousands of words. Ideally, you would bring the actual box, can, ad, sign/ etc into the classroom for use in the lessons. Some teachers download photos from the website and use these to trigger student's interest and awareness that they do indeed see and read these words in their everyday world. You may want to use a combination of real containers, advertisements and photos depending on the words you are using. After doing each lesson, it is helpful to display the containers/advertisements/photos, etc. on a board somewhere in the room so that students will have these words constantly available for use when they need a word to help them decode or spell a similar word.

For the first lesson, use three products whose names rhyme: Snack Pack, Slim Jim and Shake 'n Bake. By starting with these rhyming products, you can immediately make the point to students that words with the same spelling pattern usually rhyme. Here is an outline of how this first lesson might go.

1. Begin by displaying the products and letting students talk about them. Do they recognize them, eat them, like them, etc.?
2. Have students identify the names and write these names to head three columns on the board or chart. Once they are all written, help students notice that they rhyme and then underline the spelling pattern, ack, im, ake

Snack Pack	Slim Jim	Shake n Bake

Point out to students that many rhyming words have the same spelling pattern. The spelling pattern begins with the first vowel and goes to the end of the syllable.

3. Have students divide a piece of paper into three columns and head these with Snack Pack, Slim Jim and Shake n Bake, underlining the spelling pattern in each.
4. Tell students that you are going to show them some words and that they should write them under the product with the same spelling pattern. Show them words which you have written on index cards. Let different students go to the board and write the words there as everyone is writing them on their paper. Do not let the students pronounce the words until they are written on the board. Help the students pronounce the words by making them rhyme. Here are some words to use.

back	dim	cake	take	rack
trim	track	Kim	Tim	snake

Once all the words are written, have students verbalize the strategy they used to read the words:

"If s-n-a-c-k is snack, then t-r-a-c-k must be track. If b-a-k-e is bake, s-n-a-k-e is snake."

5. Explain to students that thinking of rhyming words can help them spell also. This time you will not show them the words but rather you will say words and they will have to decide which product they rhyme with and use the spelling pattern to spell them. Say some words but do not show them to them. Have them write the words under the product word that will

help them spell them. Have a student write each word on the chart or board. Here are some words you might pronounce and have them spell:

Here are some words you might pronounce and have them spell:

black	swim	lake	flake	smack
skim	shack	quack	quake	brim

Again, help them verbalize their strategy by leading them to explain,

"If slim is spelled s-l-i-m, bris is probably spelled b-r-i-m. If shake is spelled s-h-a-k-e, quake is probably spelled q-u-a-k-e."

6. End this part of the lesson by helping students verbalize that in English, words that rhyme often have the same spelling pattern and that good readers and spellers don't sound out every letter but rather they try to think of a rhyming word and read or spell the word using the pattern in the rhyming word.

7. Explain to the students that using the rhyme to help you read and spell words works with longer words too. Show students these words written on index cards and have them writing them under the appropriate product. Once the word is written on the board or chart, have them pronounce the word making the last syllable rhyme with the product:

victim	shortcake	paperback	horseback	retake
flashback	denim	soundtrack	drawback	feedback

8. Now say these words and have students decide which product the last syllable rhymes with and use that spelling pattern to spell it. Give help with the spelling of the first part if needed.

handshake	outback	blackjack	remake	Muslim
unpack	bookrack	snowflake	hijack	racetrack

9. Again, end the lesson by helping students notice how helpful it is to think of a rhyming word you know how to spell when trying to read or spell a strange word.

The steps for a Brand Name Phonics lesson are:

1. Display and talk about the products.
2. Identify the spelling patterns.
3. Make as many columns as needed on the board and on student papers. Head these with the product name and underline the spelling pattern.
4. Show them one-syllable words written on index cards and have them write them under the product with the same pattern and use the rhyme to pronounce the words.
5. Say one-syllable words and have them decide how to spell them by deciding which product they rhyme with.
6. Repeat the above procedure with longer words.
7. Help students verbalize how words they know how to spell help them read and spell lots of other words, including longer words.

For some products which have lots of rhyming words, this lesson might take two days. For other products, the lesson might be completed in one session. It is best to spend no more than 15-20 minutes in any one session with a lesson because student attention will waver.

Here are some other lessons your students might enjoy as they learn how lots of words they know will help them decode and spell other words:

Key Words: Sprite Coke Grape

One-syllable words to read: ape bite poke scrape tape quite stroke white choke

One-syllable words to spell: kite spite broke smoke spoke shape drape joke cape

Longer words to read: ignite provoke escape shipshape unite invite

Longer words to spell: reunite landscape polite impolite campsite reshape revoke

Key Words: Taco Bell Burger King Pizza Hut
One-syllable words to read: fell part shut bring yell sting string shell sell rut fling
One-syllable words to spell: ring spring swell wing swing smell strut glut spell well
Longer words to read: haircut misspell firststring darling inning peanut outsmart
Longer words to spell: shortcut seashell something hamstring upswing undercut

Key Words: Wal Mart Dollar Store First Bank (Substitute your local places with mart, store and bank in their names)
One-syllable words to read: thank tank tore prank part art yank snore chore chart
One-syllable words to spell: core smart rank crank start blank plank shore score
Longer words to read: seashore outflank ignore apart adore anymore explore
Longer words to spell: depart offshore outsmart outrank restore drugstore bookstore

Key Words: Bold Shout Cheer
One-syllable words to read: sold scout told deer mold shout clout trout peer steer
One-syllable words to spell: gold pout spout sprout jeer sneer cold scold stout fold
Longer words to read: checkout reindeer blackout blindfold scaffold uphold dropout
Longer words to spell: cookout without handout unfold fallout withhold volunteer

Key Words: ice cream Cool Whip
One-syllable words to read: nice team steam stream slice school vice skip beam spice
One-syllable words to spell: gleam twice dream clip price pool spool scream grip
Longer words to read: mainstream equip downstream gossip preschool whirlpool
Longer words to spell: upstream overprice sunbeam carpool friendship spaceship

Key Words: Kit Kat Gold Fish
One-syllable words to read: spit split that grit flat dish bold spat mold rat
One-syllable words to spell: slit old hold wish swish quit chat hat hit brat
Longer words to read: admit profit wildcat credit democrat selfish unselfish acrobat blindfold
Longer words to spell: permit visit combat outfit nonfat catfish starfish doormat

It is very important for Brand Name Phonics lessons that you choose the rhyming words for the students to read and spell rather than ask them for rhyming words. (There are many good rhyming dictionaries, including some on-line to help you quickly plan the lessons.) In English, there are often two spelling patterns for the same rhyme. If you ask your students what rhymes with cream or cool, they may come up with words with the e-e-m pattern such as seem and words with the u-l-e pattern such as rule. If you ask them for rhyming words and they come up with a word that does rhyme but has a different spelling pattern, they may ignore your instruction teaching them to use patterns from words they know to read and spell other words. Once you have them decoding and spelling by pattern, you can use the What Looks Right? lesson format (Chapter Ten) to help them develop their visual checking sense and learn how to use a dictionary to check the spelling of a word.

Possible Brand Names and Rhyming Patterns

A patterns

ace	Ace Hardware
ack	Snack Pack
ade	Lemonade
aid	Band Aid; Kool Aid
ail	nail polish Railroad Crossing
ain	White Rain
air	hair spray
ake	Shake 'n Bake
ale	Ginger Ale
all	All
am	Pam
an	Ban
and	Band Aid
ane	candy canes
ank	--- Bank
ap	Ginger Snaps
ape	Grape
are	Ace Hardware
ark	No Parking
art	Wal Mart
at	Fat Free; Kit Kat
ate	Colgate
ay	hair spray; Ocean Spray

E Patterns

each	Reach
eam	ice cream
ean	jelly beans
ear	Good Year
eat	Wheat Thins; meat
ee	Fat Free
eed	Speed Stick, Speed Limit
een	Green Giant
eer	Cheer Deer Crossing
eet	Sweet 'n Low
ell	Taco Bell
est	Crest Rest Stop
ew	Mountain Dew

I Patterns

ice	ice cream
ick	Speed Stick
ide	Tide
ield	Yield
ight	Right Guard
im	Slim Jim
ime	Lemon Lime

in	Wheat Thins
ine	Pine Sol
ing	Burger King
ip	Cool Whip
ipe	Fudge Stripes
ish	Gold Fish
it	Kit Kat
ite	Sprite; White Rain
O Patterns	
oad	Railroad Crossing
og	Dog Chow
oke	Coke
oil	oil
old	Bold
one	Coppertone
ood	Good Year
ool	Cool Whip; Kool aid
oot	Root Beer
op	Pop Corn, STOP
ope	Scope
ore	Dollar Store
orn	Pop Corn
oss	Railroad Crossing
ound	Mounds
out	Shout
ow	Dog Chow
ow	Ivory Snow; Sweet 'n Low
oy	Almond Joy
U Patterns	
un	Capri Sun
ut	Pizza

The Wheel

The popular game show *Wheel of Fortune* is premised on the idea that meaning and some letters allow you to figure out many words. In this game, meaning is provided by the category to which the words belong. A variation of this game can be used to introduce polysyllabic words and teach students to use meaning and all the letters they know. Here is how to play The Wheel.

Remind students that many words can be figured out, even when they can’t decode all the chunks, if they think about what makes sense and whether it has the parts they do know in the right places. Ask students who have watched *Wheel of Fortune* to explain how it is played. Then explain, step by step, how your version of The Wheel will be different:

1.Contestants guess all letters without considering if they are consonants or vowels.

2.They must have all letters filled in before they can say the word. (This is to encourage them to learn to spell.)

3.They will win paper clips instead of great prizes.

4.Vanna will not be there to turn letters!

Write the category for the game on the board and draw blanks for each letter in the first word.

Have a student begin by asking,

“Is there a . . . ?”

If the student guesses a correct letter, fill that letter in. Give that student one paper clip for each time that letter occurs. Let the student continue to guess letters until he or she gets a “No.” When a student asks for a letter that is not there, write the letter above the puzzle and go on to the next student.

Make sure that all letters are filled in before anyone is allowed to guess. (This really shows them the importance of spelling and attending to common spelling patterns.) Give the person who correctly guesses the word five bonus paper clips. Just as in other games, if someone says the answer out of turn, immediately award the bonus paper clips to the person whose turn it was. The student having the most paper clips at the end is the winner. Here is an example:

The teacher draws nine blanks on the board and says, “The category is sports. Our first word has nine letters. Al, guess a letter.”

_ _ _ _ _ _ _ _ _

Al asks for a **t**. There is no **t**, so the teacher moves on to David who asks for an **r**. There is no **r** either. Nor is there an **o**, which Carol asks for. But Jon asks for and gets an **a**.

_ _ _ _ _ _ _ a _

Jon goes again and asks for an **s**.

s _ _ _ _ _ _ a _

Next, he asks for an **e**.

s e _ _ _ _ _ a _

Next, he asks for a **d**. There is no **d**, so the turn passes to Paula, who asks for an **n**.

s e _ _ _ _ n a _

Next, Paula asks for an **m**.

s e m _ _ _ n a _

Then she asks for an **i**.

s e m i _ i n a _

The light dawns in Paula’s eyes. She quickly asks for an **f** and **l** and wins by correctly spelling and pronouncing **semifinal**!

Guess the Covered Word

Most short words are made up of two patterns, the beginning letters and the vowel and letters that follow it. The beginning letters (also called *onsets* include single *consonants, digraphs,* and *blends*) are all the letters up to the vowel. Children need to learn the sounds for these letters—which are quite consistent and reliable. Unfortunately, although many children "learn" these sounds—they can circle pictures that begin with them and tell you what letter makes a particular sound if you ask them—they don't use them when they read and write. When writing and trying to figure out the spelling of a word such as **smelly**, they might begin it just with an **s** or an **sl** instead of an **sm**. Faced with an unfamiliar word in their reading, they often guess a word that makes sense but does not begin with the right letters or guess a word with only the correct first letter, ignoring the other letters. All of the activities in this chapter stress learning and using all the beginning letters. Guess the Covered Word lessons teach these beginning letter sounds systematically and teach them in the context of reading. Children learn that guessing just based on beginning letters—or just based on making sense—is not a very good strategy. But when they use all the beginning letters and the sense of the sentence and consider the length of the word, they can make very good guesses at new words.

Guess the Covered Word lessons help students learn to cross-check—to simultaneously think about what would make sense and about letters and sounds. To prepare for a Guess the Covered Word activity, write five to seven sentences and cover one word in each sentence. Use sticky notes to cover the words and cover them in such a way that, after three or four guesses are made with no letters showing, you can uncover all the letters up to the vowel. (If you have a smart board, you can create the lessons for it and use black rectangles to cover the words.) For your first lessons, include in your covered words only words that begin with a single initial consonant and that are the last words in the sentence.

Kevin wants a pet **hamster**.

Mike wants a pet **turtle**.

Paola wants a pet **goldfish**.

Tracy wants a pet **pony**.

Jasmine wants a pet **kitten**.

Begin the activity by having students read the first sentence and asking students to guess the covered word. Write three or four guesses next to the sentence. Pointing out to the children that "it sure can be a lot of words when you can't see any letters," uncover all the letters up to the vowel (which in these first lessons is only one). Erase guesses that don't begin with that letter. Have students suggest possible words that make sense and begin with the correct letter and write these responses. When all the guesses that begin correctly and make sense are written, uncover the whole word and go on to the next sentence.

You can use Guess the Covered Word activities to teach and review all the beginning sounds. As the children begin to understand the strategy they need to use, include some covered words that are not the last word in the sentence. Have them read the whole sentence, skipping the covered word and then coming back to it to make guesses. Use the common single consonants: **b c d f g h j k l m n p r s t v w y z** in your first lessons.

You can also use the Guess The Covered Word lesson format to teach the digraphs, sh, ch, th and wh. Follow the same procedure of getting three or four guesses with no letters showing and then uncovering all the letters up to the vowel. Here are some example sentences

you might use when you are focusing on the digraphs sh, ch, and th. Be sure to include some words with that begin with just s, c and t.

Corinda likes to eat **chicken**.

Michaela likes **turkey** burgers.

Latoya ate **thirteen** waffles.

Sean likes orange **sherbet**.

Bob likes strawberry **shortcake**.

Chris bakes pies for **Thanksgiving**.

Carol likes carrot **cake**.

Chelsea likes **chocolate** cake.

When children have learned the common consonant and digraph sounds, you can use the Guess The Covered Word format to teach the common blends, bl; br; cl; cr; dr; fl; fr; gl; gr; pl; pr; sc; scr; sk; sl; sm; sn; sp; spr; st; str; sw; tr Remember to include some words with single consonants so that your students continue to pay attention to all the letters up to the vowel.

We all love it when it **snows**.

Some people go **skiing**.

People ride in **snowmobiles**.

The **snowplow** is fun to ride on, too!

You can go down a hill fast in a **sled**.

Walking back up is hard if the snow is **slippery**.

The snow melts when the **sun** comes out.

Guess the Covered Word is a very versatile strategy. You can use it with a big book and cover a word or two on each page. Another possibility is to write paragraphs summarizing what the children have learned during a science or social studies unit and cover words in it.

Through Guess the Covered Word activities, children learn that just guessing words is not a good decoding strategy, but when they guess something that makes sense in the sentence, has all the right letters up to the vowel (not just the first letter), and is the right length, they can figure out many new words. They also learn to use the letter-sounds they know to decode unfamiliar words with phonics patterns they have not yet learned.

Three Read-Aloud Words

Teacher read-aloud is one of the major opportunities for children to learn new word meanings. Several studies have demonstrated the power of focused read-alouds on fostering vocabulary growth (Beck, McKeown, & Kucan, 2002; Juel, Biancarosa, Coker, & Deffes, 2003). In each of these studies, the teachers went beyond just reading books aloud. Before they read a book aloud, they selected a few words that they felt many children would not know the meanings of. After the book had been read aloud and discussed, the teachers returned to those selected words and focused student attention on them.

Any good book is going to have many words on which you could focus your attention. Narrowing the number of words you are going to teach to a reasonable number will increase the chances that all your children will learn them. Beck, McKeown, and Kucan (2002) divide vocabulary into three tiers. The first tier includes words generally known by almost all children. *Boy, girl, jump, sad, laugh,* and *late* are examples of tier-one words. The third tier includes uncommon, obscure, and technical words. *Languid, thrush, oblique,* and *catamaran* are examples of tier-three words. Tier-two words are words many students don't know but will need to know. *Despair, exhausted, catastrophe,* and *proceeded* are tier-two words. Beck and other experts suggests that teachers focus their time and energy on vocabulary development in teaching these words. Some people refer to these tier-two words as "Goldilocks" words because they are not too well known, not too obscure, but hopefully "just right" for your students. As you look at what you are going to read aloud to choose your three Goldilocks words, you will probably find a lot more than three possibilities. Narrow the selection to three by considering the usefulness and appeal of each word to your students and how well the word is defined by the context and pictures in the book. Once you have chosen the three words, write them on index cards. Then follow these steps:

- *Read the text the first time, making no reference to the three chosen words.* The first time you read anything aloud should always be for enjoyment and information. Read the book to your children as you normally would, stopping from time to time to ask questions of your children that will engage them in the text but not doing anything particular about your chosen words.

- *Show the three words to your students.* After reading and enjoying the text, show your students the words one at a time and have the words pronounced. Do not let anyone tell you the meanings of any of the words.

- *Reread the text and have students stop you when you read each of the words.* Put the index cards with your three chosen words where your children can clearly see them, and read the text to them again. On this second reading, do not stop to discuss pictures or engage the children with questions. When you come to one of the chosen words, some of your children will be sure to notice and signal you. Stop reading and use the pictures, context and morphology to figure out the meaning of each word. If the word is used more than once, let the students stop you each time and see if any new information is added to their understanding of the word.

- *Help children connect their own experiences to the three words.* Once you have finished reading the book, stopping each time one of the chosen words has occurred, focus again on each word and ask a question that helps children connect their own experiences to the text. Ask questions such as:

  "When have you felt...?"

  "Have you ever experienced a...?"

  "Where would you see a...?"

- *Display the title and the three word cards somewhere in the room.* Once you have introduced these three words in the rich context of the book, helped your children connect these words to their own experiences, and given your children an opportunity to use these words to retell the text, display these words someplace in the room. You may want to copy the cover of the book and display the three index cards next to it. Sneak these words into your conversations with the students and encourage them to find ways to use these words in their conversations with each other.

- *Promote transfer to their own reading.* Once students understand how you can use context, pictures and morphology to figure out what a word means, they need to use this strategy when reading on their own. Promote this transfer by designating one day a week as "Sticky Note Wednesday (or whatever day you choose)." On the designated "sticky note day," give each student one sticky note and ask that student to be on the lookout for a word they meet in their reading which they don't know the meaning of but which they can figure out a meaning for based on context, pictures and morphology. Have them write that word on the sticky note and put the sticky note on the place where they found the word. Take a few minutes on sticky note day to debrief your students about the words they found and how they figured out meanings for those words.