

Essential Element	Routines for Instruction - Script
Prior Lesson Review	Practice for fluency of prior lessons on sounds, letters, word games or word sorts, reread familiar text to listen for fluency (phrasing and intonation)
Phonological / Phonemic Awareness	<p>Let's play with some sounds to warm up.</p> <p>Say tail – now change /t/ to /m/ Answer (<i>mail</i>)</p> <p>Say raise – now change /z/ to /n/ Answer (<i>rain</i>)</p> <p>Say shake – now change the /k/ to /p/ Answer (<i>shape</i>)</p> <p>Say wedge – now change the /j/ to /b/ Answer (<i>web</i>)</p> <p>Say pray – now don't say /r/ Answer (<i>pay</i>)</p> <p>Say snow – now don't say /n/ Answer (<i>so</i>)</p> <p>Say sport – now don't say /p/ Answer (<i>sort</i>)</p> <p>Say brake – now don't say /r/ Answer (<i>bake</i>)</p> <p>Say rain – now say bow -- rain and bow together make? Answer (<i>rainbow</i>)</p> <p>Say mail – now say man – mail and man together make? Answer (<i>mailman</i>)</p>
Learning Goal	Today we are going to read and spell words with the sound of /a/ like you hear in bait, rain, and paid. The sound of /a/ in these words is spelled with the letters 'ai' Write 'ai' for students to see.
Direct Instruction New Phonics Pattern	<p>Let's build some words using the sound of /a/ spelled with 'ai'.</p> <p>Watch me use my sound boxes to build the word <i>wait</i>.</p> <p>Say: "wait".</p> <p>Tap the sounds you hear in the word wait.</p> <p>How many sounds did you hear in <i>wait</i>? (<i>three yes</i>)</p> <p>I will use three sound boxes. (<i>Place 1 chip for each sound in the box as you map the sounds repeating the word wait.</i>)</p> <p>Now I will spell those sounds. (<i>Move out a chip for each sound to spell the sounds.</i>)</p> <p>/w/ will be spelled with 'w', /a/ will be spelled with 'ai', and /t/ will be spelled with 't'.</p> <p>(<i>slide finger under the word as you read it</i>)- - "wait".</p>

	<p>Now you do it with me.</p> <p>We Do:</p> <p>Say: “claim”.</p> <p>Tap the sounds you hear in the word claim.</p> <p>Push a chip in the box for each sound you hear in the word claim.</p> <p>How many sounds? (<i>four</i>)</p> <p>Let’s spell those sounds with me. As we say each sound one at a time let’s push it out to say and write the name for the sounds.</p> <p>/k/ is spelled with a ‘c’</p> <p>/l/ is spelled with an ‘l’</p> <p>/a/ is spelled with ‘ai’</p> <p>And /m/ is spelled ‘m’.</p> <p>Run your finger under the word as we read it. What word? (<i>claim</i>)</p> <p>You Do:</p> <p>Now try this one on your own.</p> <p>“tail” –</p> <p><u>Listen and watch for students doing the same routine.</u></p> <p>Tap the sounds in the word tail</p> <p>Push a chip in the box for each sound you hear in the word tail.</p> <p>How many sounds? (<i>three</i>)</p> <p>Students spell the sounds as they say each sound one at a time and pushing the chips out to write the name for the sounds.</p> <p>/t/ is spelled with a ‘t’</p> <p>/a/ is spelled with ‘ai’</p> <p>/l/ is spelled with an ‘l’</p> <p>Student(s) say the word (<i>tail</i>) running their finger under the word.</p> <p>Build and make more words with ‘ai’ using the same types of cues. <i>aid, paid, pain, faint, strain, train, snail, rail</i></p> <p>As students gain ability to complete this routine, consider adding a few sentences or definitions clues to build vocabulary and comprehension.</p> <p><u>Example:</u> to change tail to nail you may give a clue- “Let’s change the word tail by changing one sound. The new word rhymes with tail and is something you hit with a hammer.” (yes, it is n ai l - nail)</p>
<p>Connect to Word Meaning</p>	<p>Show students pictures of a train.</p> <p>What is this? <i>train</i></p> <p>How did we spell train? t..r..ai..n</p> <p>How many of you have seen a train?</p> <p>Do you know what things can be carried on a train? (coal, grain, people, automobile parts, cars, etc..)</p>

	<p>You can move, transport or ship things by rail. They are called freight trains</p> <p>https://www.up.com/customers/track-record/tr181120_what_can_ship.htm</p> <p>A train moves on rails that look like this and sometimes called railroad tracks. Show the rails. Rail is also spelled with the 'ai' and if we add 'road' we get 'railroad'</p> <p>Trains that carry people look like this. Show a passenger train. These are passenger trains.</p> <p>See how different the train looks if it carries supplies or coal. Show pictures of box cars and trains that carry freight.</p>
Writing	<p>Let's think about if we were going to ride the rails on a train. Where would you like to travel?</p> <p>Write these dictated sentences: "<i>I will ride a train on the rails. The train will take me to see_____</i>"</p> <p>"Finish the second sentence telling what you want to go see."</p>
Apply to Text	<p>We are going to read a story called "Ticket to Ride the Rails".</p> <p>Highlight all the words that have the 'ai' for the sound of /a/.</p> <p>Let's read the 'ai' words together.</p> <p><u>Ticket to Ride the RAILS</u></p> <p>Riding the train can be fun. You can't get on a train until you have paid for your seat. The train master will take your ticket as you get on the train. There are other people who aid you on the train, too. They can feed you or tell when you can see the main sites outside. Did you know that some trains have a bed for you to sleep in at night?</p>

My dad said the **train** was a **pain**. I loved the **train**. He said the **train** was slow like a snail. I say it goes just my speed. I loved going into the woods on the **rail**. The animals stopped eating to look at us as we went past. I guess they like the **railroad** tracks making a **trail** of faces pass by. I also saw a **sailboat** on a lake where a family was fishing.

Sometimes other trains drove by us. We saw **trains** that had **mail**, **grain**, and coal on them. We even saw a **train** that had cars and trucks on them. Some **trains** looked like boxes so we did not know what was on them.

But, our **train** was the best. It took me to my grandma and grandpa. Then on the way home we talked about all the fun we had riding the **rails** and seeing family!

Ask students to retell the story or tell facts that are true about trains.



Handout #5a Script for Essential Elements Phonics Lesson Plan

