SIPPS Lesson 28

# Objectives

* Students will be able to isolate and remove sounds.
* Students will be able to identify sounds orally when being told the name of a sound.
* Students will be able to read a mixed list of words using reading rules.
* Students will be able to learn new sight words and review various sight words they have learned previously.
* Students will be able to read a selection half chorally and half independently, and then answer one or two questions about the selection.

# Learning Target

* I can practice my reading skills and strategies.

# Materials and Resources

 SIPPS lesson 28, peach SIPPS cards with sounds that the students have already learned, mixed list for SIPPS lesson 28, new sight word cards for SIPPS lesson 28 (don’t, won’t, world), sight word cards previously learned, *Dreams on Wheels* for each student, whiteboard and marker

# Lesson Procedures

## Phonological Awareness

* “Say \_\_\_\_\_, drop /k/” (crest, crane, cups, crime, clap, close)
* Correct students if they make a mistake, have them repeat the word and sound to be dropped and then model the correct response.

## Phonics and Decodable Words

* “I’ll tell you the name of a sound, and you tell me the sound. For example, I’ll say ‘long e’ and you say ‘/e/.’” (long u, short a, long I, short e, short o)
* Review sounds using peach cards, flashing sounds to various students of short vowels, inflections (\_ing, \_s, \_es, \_ed), and final-e spellings
* Have students read you a mixed list of words one at a time. You can write the words on the board or have the list printed. (taking, ruled, miles, blaming, nose, waved, stops, flakes, dipped, gliding, spins, skating, hoped, froze, saving, landed, prunes, chased, lift, riding; challenge words: squishing, hillside)
* Correct students through these by reminding them of their rules, trying to let them work through it. If needed, write words on the board and discuss the base words and how they change.

## Sight Words

* Introduce new words in a sentence by writing the sentence on the board, having students read the sentences and see if they can guess the new word. Circle the new word and have students read and spell the word three times chorally. (don’t, They don’t ride the school bus.; won’t, He won’t be late.; world, Some people have sailed around the world.)
* Review: Let students pick monkey, devil, or heart deck of sight words to review. Go around the table and have each student read a word out of their deck. Correct them by having them spell the word then say it again. Correct them and repeat if they still say it incorrectly.

## Reading a Selection

* Ask students if they know what hang gliding is and what it looks like. Allow discussion for about 2 minutes. Have students turn to *Dreams on Wheels* page 68. “Hang gliding is a way of flying with no motor. You get into a harness with wings and let the wind lift you up. This selection is a story about two people who watched hang gliding one day.”
* “Have you ever seen hang gliding or done it?”
* Read the selection chorally through “I will take lessons.” Have students read the first sentence on their own silently, then chorally read it. Do this with each sentence and then reread the paragraph chorally. Repeat with the next paragraphs.
* Have students read silently from “Steve hoped…” to the end.
* After reading, pick one student to summarize the passage. Ask “What do you have to know if you want to be successful at hang gliding?” Then ask, “What were the differences between Jane’s feelings about hang gliding and Steve’s?”

# Accommodations

 As students need it, review old skills and have them repeat sounds, words, or reading the selection. If we do not finish the lesson, it is okay, it can always be continued to the next group.

# Behavioral Strategies

 Students can be given breaks, reminded of SLANT (), or reminded if they are following the expectations right now. Students can also be motivated by stickers, prize box, or paw bucks if a tangible reward is necessary after using positive reinforcement or changing the situation.