

Foundational Skills

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. If you plan to program students' AAC devices, program the following:
 - uppercase and lowercase "r"
 - /r/ sound
 - yes/no
 - rhymes
 - doesn't rhyme
2. Print and cut out (if applicable):
 - *Chicken Little* Letter and Sound Cards Worksheet
 - *Chicken Little* Decoding Cards Worksheet
 - *Chicken Little* Rhyming Cards Worksheet
3. Gather the materials listed to the right from the enCORE Manipulatives Kit and/or from around your classroom.
4. Print out these data sheets (enough for each student/group of students):
 - Unit 3: System of Least Prompts Small Group Data Sheet (two per student)
 - Data Sheet 1: add these targets to each student's data sheet:
 - Segments syllables
 - Blends syllables
 - Recognizes rhyming words
 - Data Sheet 2: add these targets to each student's data sheet:
 - Identifies letter "R"
 - Identifies /r/ sound for "R"
 - Decodes CVC words



Learning Objectives

- Identify uppercase and lowercase "r."
- Isolate and identify the /r/ sound.
- Indicate whether words rhyme.
- Segment and blend syllables.
- Use phonics skills to decode words.

Materials

- *Chicken Little* Adapted Books
- *Chicken Little* Adapted e-Readers
- *Chicken Little* Interactive Technology-Delivered Lessons
- *Chicken Little* Letter and Sound Cards Worksheet
- *Chicken Little* Decoding Cards Worksheet
- *Chicken Little* Rhyming Cards Worksheet
- Magnetic Whiteboard and Magnetic Letters (M, m, A, a, S, s, T, t, R, and r)
- Magnetic Picture Pockets
- Magnetic Display Trays
- Letter Activity Cards: R

Independent, Technology-Delivered Instruction

enCORE provides computer-based lessons that are automatically selected and assigned to your students based on their learning levels and the unit you are currently teaching. Both teacher-led and student-led lessons automatically adapt to differentiate across learning:

1. Access the teacher-led lessons during instruction and/or as a small group activity.
 - These lessons should be used daily to help students master sight words, vocabulary, phonics, and other ELA skills.
2. Have your students spend 15-30 minutes per day working independently on the student-led computer lessons from this unit.

Anchor Instruction for All Students

Show your student the adapted book, *Chicken Little*. On the cover, point to the title and say, **The title of this book is Chicken Little. Our title is made up of two words. Let’s read each word. Chicken-Little.** Finger trace under each word as you read and point to each word in isolation. **These words have different letters. Today, we are going to learn a new letter and the sound it makes.**

Target Letters and Sounds

- “R” says /r/, as in “ran”

Phonemic and Phonological Awareness Activity 1

Materials: *Chicken Little* Rhyming Cards, Magnetic Whiteboard, and Magnetic Display Trays

Data Sheet: Unit 3: System of Least Prompts Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Today we are going to learn about rhyming words. Rhyming words have the same middle and ending sounds, but different beginning sounds. In our book, the acorn fell on Chicken Little’s head. Let’s find a rhyme for the word “head.” The middle and ending sound in “head” is -ed. I know! “Red” rhymes with “head.” They both have the -ed sound. Head-Red.</p> <p>Now let’s play a sound game. I am going to say two words. You tell me if the words rhyme.</p>		
MODEL	<p>Put the Magnetic Display Tray on the Magnetic Whiteboard. Listen to these words. Put the “fox” and “box” rhyming cards on the Magnetic Display Tray. Fox-Box. Point to each word as you say it. Do these words rhyme? Yes! They rhyme, because they have the same middle and ending sound. Both words have the -ox sounds. Fox-Box. They rhyme. Model the following word pairs, displaying the pictures, and then telling students whether each pair rhymes or not.</p> <ul style="list-style-type: none"> • fox-socks (Yes) • fox-duck (No) • fox-clocks (Yes) • fox-goose (No) • fox-blocks (Yes) • fox-chicken (No) • fox-rocks (Yes) • socks-duck (No) • socks-clocks (Yes) • socks-goose (No) 		

	LEVEL 1	LEVEL 2	LEVEL 3
LEAD	<p>Let’s practice together. Put the “fox” and “box” rhyming cards on the Magnetic Display Tray. Listen to these words. Fox-box. Point to each word as you say it. Do these words rhyme? Wait for students to respond. Yes! Fox-box. They rhyme. Practice with the following word pairs, displaying the pictures and then having students determine whether each pair rhymes or not. Provide support as needed.</p> <ul style="list-style-type: none"> • fox-socks (Yes) • fox-duck (No) • fox-clocks (Yes) • fox-goose (No) • fox-blocks (Yes) • fox-chicken (No) • fox-rocks (Yes) • socks-duck (No) • socks-clocks (Yes) • socks-goose (No) 		
TEST	<p>Your turn. I am going to say two words. You tell me if the words rhyme. Present the following word pairs, displaying the pictures and then having students determine whether each pair rhymes or not. Students can either respond verbally, hold up a yes/no icon, or reply on an AAC device.</p> <ul style="list-style-type: none"> • fox-socks (Yes) • fox-duck (No) • fox-clocks (Yes) • fox-goose (No) • fox-blocks (Yes) • fox-chicken (No) • fox-rocks (Yes) • socks-duck (No) • socks-clocks (Yes) • socks-goose (No) 		
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, Tell me, yes or no.</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the yes/no on the whiteboard and say, [Yes/No]. These words [did/did not] rhyme. Your turn.</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to yes/no on the whiteboard, and say, [Yes/No]. These words [did/did not] rhyme, as you prompt them.</p>		
REINFORCE	<p>Great! You found rhyming words.</p>		

Phonemic and Phonological Awareness Activity 2

Materials: none needed

Data Sheet: Unit 3: System of Least Prompts Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Today we are going to learn more about syllables. Syllables are smaller parts of words. If we listen to words, we can hear the syllables. Listen. Chick-en. Chicken has two syllables, chick- and -en.</p> <p>Let's find syllables in words!</p>		
MODEL	<p>Today we are going to break words into syllables. Syllables are word chunks. All of our words today have two syllables. Listen to this word. Chicken. Pound it out like we have practiced. Pound out the syllables as you segment the word into two syllables. Chick-en. So, the first syllable is chick- and the last syllable is -en. Watch me break these words from our book into syllables.</p> <p>Model with these words:</p> <ul style="list-style-type: none"> • Little • acorn • falling • Henny • Penny • Ducky • Lucky • Goosey • Loosey • Foxy • Loxy 		
LEAD	<p>Let's practice together. Listen to this word. Chicken. You pound it out like we have practiced. Pound out the syllables together as you segment the word into two syllables. Chick-en. What are the syllables? Allow students to respond and provide support as needed. Yes, the first syllable is chick- and the last syllable is -en. Students who are minimally verbal can demonstrate pounding/clapping/tapping out the syllables as you say each word.</p> <p>Repeat with these words:</p> <ul style="list-style-type: none"> • Little • acorn • falling • Henny • Penny • Ducky • Lucky • Goosey • Loosey • Foxy • Loxy 		

	LEVEL 1	LEVEL 2	LEVEL 3
TEST	<p>Your turn. I'm going to say a word and I want you to tell me the two syllables. Ready? Students who are minimally verbal can demonstrate pounding/clapping/tapping out the syllables as you say each word.</p> <ul style="list-style-type: none"> • little • acorn • falling • henny • penny • ducky • lucky • goosey • loosey • foxy • loxy 		
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, Break [word] into two syllables.</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, isolate a word's syllables and say, [word] has two syllables: [syllable 1] and [syllable 2]. Your turn!</p>		
REINFORCE	<p>Great! You broke words into syllables.</p>		

Letter and Sound Identification

Materials: Magnetic Whiteboard and Magnetic Letters (m, a, s, t, R, and r), Magnetic Display Trays, *Chicken Little* Letter and Sound Cards Worksheet

Data Sheet: Unit 3: System of Least Prompts Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Put the letters “m,” “a,” “s,” and “t” on the Magnetic Whiteboard. Point to the letters “m,” “a,” “s,” and “t” as you review the letters and sounds.</p> <ul style="list-style-type: none"> • “M” says /m/, as in “mother” • “A” says /ă/, as in “apple” • “S” says /s/, as in “Sam” • “T” says /t/, as in “two” <p>Point to the letter “m.” What letter is this? Wait for students to respond. What sound does “m” make? Wait for students to respond. Point to the letter “a.” What letter is this? Wait for students to respond. What sound does “a” make? Point to the letter “s.” What letter is this? Wait for students to respond. What sound does “s” make? Point to the letter “t.” What letter is this? Wait for students to respond. What sound does “t” make?</p> <p>Today we are going to learn a letter. We are going to learn the letter “R.” R says /r/, as in “ran.”</p>		
MODEL	<p>Put the letters “R” and “r” on the Magnetic Whiteboard. From the Letter and Sound Cards, put the picture of “ran” on the Magnetic Display Tray. Each word is made up of different letters. Each letter makes its own sound. This is the letter “R.” “R” says /r/, as in “ran.” Touch “R.” Wait for students to respond. Practice identifying the uppercase and lowercase letter several times.</p>	<p>Put the letters “R” and “r” on the Magnetic Whiteboard. From the Letter and Sound Cards, put the picture of “ran” on the Magnetic Display Tray. Each word is made up of different letters. Each letter makes its own sound. These letters are “R.” Letters can be uppercase or lowercase.</p> <p>This is the uppercase “R” (show/touch). This is the lowercase “r” (show/touch). Your turn, touch the uppercase “R.” Support student responding. Now touch the lowercase “r.” Support student responding. “R” says /r/, as in “ran.” What letter is this? Continue practicing until students can name the letter.</p>	
LEAD	<p>Every letter makes a different sound. “R” says /r/, as in “ran.” Point to the letter “R” and the “ran” picture as you give the instruction. This is “R” (pointing), it makes the /r/ sound, as in “ran.” Touch “R” while I make the sound /r/. If students can make a vocal response, have them make the sound with or after you.</p> <p>Pull out the remaining picture cards from the Letter and Sound Cards Worksheet.</p>	<p>Every letter makes a different sound. Let’s practice the letter sound for “R” like we hear it in the word “ran.” Introduce the letter sound by first modeling. This is “R” (pointing), it makes the /r/ sound, as in “ran.” Touch “R” while I make the sound /r/. If students can make a vocal response, have them make the sound with or after you.</p> <p>Pull out the remaining picture cards from the Letter and Sound Cards Worksheet. The /r/ sound is at the beginning of these words, as well. Say the /r/ sound with me at the beginning of these words.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>The /r/ sound is at the beginning of these words, as well. Listen to the /r/ sound at the beginning of these words. Emphasize the /r/ sound by stretching it out and point to the “r” at the beginning of each word as you say it.</p> <ul style="list-style-type: none"> • red • ram • rag • rat • rod • rip 	<p>Emphasize the /r/ sound by stretching it out and point to the “r” at the beginning of each word as you say it.</p> <ul style="list-style-type: none"> • red • ram • rag • rat • rod • rip <p>Great job! Now it’s your turn to say the sound for “R.” When I show you the letter “R”, you say the /r/ sound. Practice with both uppercase and lowercase “R.”</p>	
TEST	<p>Your turn. Let’s identify letters and sounds! Display the letter “R” and a distractor letter. Point to the letter “R.” Allow students to take turns identifying the letter. If students give an incorrect response or don’t respond, refer to the Prompting and Error Correction box for instructions on prompting.</p>	<p>Your turn. Let’s identify letters and sounds! Display the letter “r. “ What letter is this? Encourage students to respond verbally or through an AAC device. What sound does this letter make? If students give an incorrect response or don’t respond, refer to the Prompting and Error Correction box for instructions on prompting.</p>	
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, Find the letter “R.”</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct letter and say, This is the letter “R.” Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct letter, and say, This is the letter “R,” as you prompt them.</p>	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, What does “R” say?</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the correct letter and say, The letter “R” says /r/. Your turn!</p> <p>If the student still does not respond within four seconds or makes additional errors, provide them with a physical prompt. For example, use hand-over-hand assistance to help them point to the correct letter, and say, This is the letter “R.” It says /r/, as you prompt them.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3
REINFORCE	<p>Fantastic! You learned the letter “R” and the sound that it makes!</p>		



Instructional Tip! For students who are minimally verbal, you can program the phonics phrases (“R” says /r/, as in “ran”) onto their AAC devices. You can also provide them with the Letter Activity Cards that they can point to as you say the phrase. Students can also be provided letters to hold up as you say the phrase to encourage participation.

Decoding

Materials: Magnetic Whiteboard and Magnetic Letters (r, a, t, m, s and S), *Chicken Little* Letter and Sound Cards, Letter Activity Cards (R, A, and T)

Data Sheet: Unit 3: System of Least Prompts Small Group Data Sheet

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Put the magnetic letters “r,” “a,” and “t” on the Magnetic Whiteboard. We have learned these letters and their letter sounds. Point to the letter “r.” “R” says /r/, as in “ran.” Say that with me. “R” says /r/, as in “ran.” Great job! Point to the letter “a.” “A” says /ă/, as in “apple.” Say that with me. “A” says /ă/, as in “apple.” Point to the letter “t.” “T” says /t/, as in “two.” Say that with me. “T” says /t/, as in “two.” Students who are minimally verbal can use an AAC device or they can point to the letter and target picture from the <i>Chicken Little</i> Letter and Sound Cards Worksheet or the Letter Activity Cards. Today, we are going to sound out a word using these letters and letter sounds!</p>		
MODEL	<p>Put the magnetic letters “r,” “a,” and “t” on the Magnetic Whiteboard. This is the letter “r.” Point to the letter “r.” It says /r/. This is the letter “a.” Point to the letter “a.” It says /ă/. This is the letter “t.” Point to the letter “t.” It says /t/. I’m going to put these sounds together. /r/-/ă/-/t/. Stretch the sounds out as you say each sound. Now, I’ll say the sounds quickly. /r/-/ă/-/t/. So, the letters “r,” “a,” and “t” make the word “rat.” Repeat for ram, tar, Sam, mat, and sat.</p>		
LEAD	<p>Let’s sound this word out together. This is the letter “r.” Point to the letter “r.” It says /r/. Say the sound with me: /r/. This is the letter “a.” Point to the letter “a.” It says /ă/. Say the sound with me: /ă/. This is the letter “t.” Point to the letter “t.” It says /t/. Say the sound with me: /t/. Let’s put these sounds together. /r/-/ă/-/t/. Stretch the sounds out as you say each sound. Now, let’s say the sounds quickly. /r/-/ă/-/t/. So, the letters “r,” “a,” and “t” make the word “rat.” Repeat for ram, tar, Sam, mat, and sat.</p>		
TEST	<p>Look at this word. Point to the word “rat” on the Magnetic Whiteboard. Sound this word out. Repeat for ram, tar, Sam, mat, and sat.</p>		

	LEVEL 1	LEVEL 2	LEVEL 3
PROMPTING AND ERROR CORRECTION	<p>If the student does not respond within four seconds, provide a verbal prompt, such as, Say the sounds for “r,” “a,” and “t.”</p> <p>If the student still does not respond within four seconds or makes additional errors, provide a model prompt. For example, point to the word “rat” and say, /r/-/ă/-/t/. Your turn!</p>		
REINFORCE	<p>Excellent! You sounded out the word “rat!”</p>		



Instructional Tip! For students who are minimally verbal, you can program the sounds for the letters “r,” “a,” and “t” onto their AAC devices.

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete one or more of the following activities at a time that works with your schedule.

ACTIVITY	DESCRIPTION
Letter “R” Hunt	Have the students go around their classroom or the school and find uppercase and lowercase “R’s.”
Letter Activity Cards	Students can use the letter activity card for the letter “R” to practice naming the letter “R” and the sound it makes. Students can also practice drawing the letter, filling in the letter with materials from the classroom (playdough, pipe cleaners, etc.), and/or finger tracing the letter.