

# Title: Learning to Read the Newspaper through Vowel Review

<b>Objectives</b>											<b>Time frame to Complete</b>																												
<ul style="list-style-type: none"> <li>To identify short and long vowel sounds in words</li> <li>To increase ability to sound out new words</li> <li>To increase vocabulary</li> <li>To be able to successfully read a newspaper article</li> </ul>											Teacher instruction – 5-10 minutes Student work can be a set time or until finished.																												
											<b>NRS EFL</b>																												
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Stackable Cert. Documentation	Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:																					
		<b>X</b>																																					
<b>Standard(s) Addressed in Lesson</b>																																							
Read with Understanding																																							
<b>Benchmark(s) Addressed in Lesson</b>																																							
R.2.3. Identify and apply decoding skills (phonics, sight words, etc.) to read words.																																							
<b>Materials</b>																																							
Cut out newspaper articles or newspaper pages Vowel chart (included with this lesson plan) Pencil																																							
<b>Learner Prior Knowledge</b>																																							
The learner should know short and long vowel sounds and have had some practice in sounding out words.																																							
<b>Activities</b>																																							
<p><u>Step 1</u> Have student pick out a newspaper article or find one on a newspaper page. Distribute the vowel chart.</p> <p><u>Step 2</u> Explain to student that he will go through the article and write down words that he found in the correct column for short or long vowels. For example, if the student found the word “camp” it would be written under the short a. If the student found the word “understand”, it could be written under the short u for “under” or the short a for “stand”. The student should underline the part of the word he/she used for categorizing the vowel sound. If the student finds a word that he does not know, then it is written on the back of the chart paper. The student should try to fill the chart, but does not have to categorize the entire article.</p> <p><u>Step 3</u> The teacher needs to tell the student if this assignment should be finished in a certain amount of time or if it is something to be brought out when other assignments are completed.</p> <p><u>Step 4</u> Once the student is finished, he must make sure that he can read all the words on the chart. Then the student is to try to read the article. When the student feels confident, then the words are read to the teacher, including working out the words on the back of the chart that were not known. Then the student reads the newspaper article to the teacher.</p>																																							

**Assessment/Evidence**

The chart is checked by the teacher to see if the student can correctly categorize vowel sounds. Teacher listens to student read the words and article for assessment.

**Adaptations for Beginning Students**

Teacher will work with the student to help with vowel sounds until the student understands and can proceed by himself.

**Adaptations for Advanced Students**

After completing the first chart, the student can try to read other newspaper articles by himself without charting.

**Teacher Reflection/Lesson Evaluation**

This lesson works only for those students who can hear the vowel sounds. If the teacher notices frustration, then skip the charting and have the student write down the words that are not known. Concentrate on learning those words as sight words.

This lesson was created by Middletown ABLE.

	BC	B
	BI	B
	OC	O
	OI	O
	-C	-
	-I	-
	OC	O
	OI	O
	EC	E
	EI	E