

Print these **Lexia Lessons®** to deliver explicit instruction to address specific areas of need

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Description

This lesson is designed to help students construct and read words containing two closed syllables—syllables that end with a consonant and have a short vowel sound. As students identify the syllables in compound words such as *sunset* and in two-syllable words such as *vet*, they learn to look for closed syllable patterns that help them to read and spell longer words.

TEACHER TIPS

The following steps show a lesson in which students work with words containing two closed syllables. The lesson can be modified for use with only closed CVC syllables or syllables where the first syllable contains a blend or digraph at the beginning (e.g., *plastic*) or the last syllable contains a blend or digraph at the end (e.g., *contest*). This allows for direct focus on the first rule of syllable division, which addresses two consonants in the middle that need to be separated in order to divide the word (VCCV pattern). A list of suggested words can be found at the end of the lesson.

PREPARATION/MATERIALS

Prepare these syllables on cards: **sun, set, pic, nic, bath, tub, mat, nap, kin, cat, sand, box, pit, pen, pig, let, vel, vet, con, test, mag, net, ket, bas, pet.** (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)

Direct Instruction

say Today we are going to learn about putting two words or syllables together to make a longer word.

Display the syllable cards for **sun** and **set**, and read each word aloud with students.

*I can put these words together to make a new, longer word. Listen for that word in this sentence:
The pink and orange clouds of a sunset are beautiful.*

*Did you hear the word **sunset**?*

Slide the syllable cards with **set** and **sun** together until the two words meet and form the compound word **sunset**.



Clap the syllables as you say **sunset**.

*The word **sunset** has two syllables, or “beats.” The first syllable of **sunset** is **sun** and the second syllable of **sunset** is **set**.*

Display the syllable card for **pic** and then the syllable card for **nic**, and read each syllable aloud with students.


I can put these syllables together to make a two-syllable word.

Slide **nic** to meet **pic** and form **picnic**.

*This word is **picnic**.*

Have students clap the syllables as they say **picnic**.

Display the four syllable cards out of order: **pic, set, sun, nic**.


 *When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.*

Show students how you can put the syllable cards together to make **sunset** and **picnic** and then read each word.


Guided Practice

Display three syllable cards at a time, as shown below. Have students read each syllable aloud. Then, say a two-syllable word and use it in a sentence to be sure the students understand the meaning. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.


Display: **tub, bath, mat**

-  *say*
- **bathmat**: A **bathmat** keeps the floor dry.
 - **bath tub**: The **bath tub** is filled with water.


Display: **sand, box, pit**

-  • **sand pit**: A **sand pit** is a hole that people dig in the sand.
- **sand box**: Children like to play in a **sand box**.

Display: **pen, pig, let**

-  • **pig pen**: A **pig pen** is a fenced-in space for pigs.
- **pig let**: A young pig is a **pig let**.

Display: **kin, nap, cat**

-  • **nap kin**: Wipe the spill with a **nap kin**.
- **cat nap**: Someone who is sleeping lightly is taking a **cat nap**.

Independent Application

Display three slips at a time, as shown below. Say a word for students to make using two of the slips. Have students read aloud each completed word and discuss its meaning.

Display: **test, con, ket**

-  *say* **contest**

Display: **net, bas, mag**

-  **magnet**


Display: **pet, vet, vel**

-  **velvet**


Then, display the three syllable cards that were not used: **ket, bas, pet**. Have students make a real word by putting two of the cards together. Provide support as needed, starting off with this clue: We carry things in this. (**basket**)

Wrap-up

Check students' understanding.

 *What syllables do you hear in **picnic**? (**pic**, **nic**)*

Display the syllable cards **pic** and **nic** for students to combine and read aloud.


 *What kind of syllables do you see in this word? (closed)*

Use students' responses to guide your choice of activities in the Adaptations section below.


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the first syllable in each word and having students choose the second. For example:

 *Let's read these three syllables together: **pen**, **pig**, **let**. Listen to this word: **piglet**. The first syllable is **pig**.*

Show students the card with **pig**.

 *What is the second syllable in **piglet**? (**let**) Show me how to put **pig** and **let** together to make one longer word.*

Option 2: Display two syllables that form a word from the lesson. Say the word and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand on the lesson by guiding students to build two-syllable words that have double consonants in the middle: **cannot**, **rabbit**, **happen**, **tennis**, **puppet**, **ribbon**, **kitten**, **common**. As you show students how the syllables combine, explain that the consonant sound is spoken only once.

Option 2: Play a game in which you take turns choosing two syllables from an array and deciding whether they can be put together to make a real word. Each player reads the word aloud and, if it is a real word, uses it in a phrase to show its meaning. Points are earned by correctly deciding if it is a real word or not, and using it in a phrase when appropriate. Use syllables from the lesson and from the list of words at the end of the lesson.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Two-Syllable Words

Vowel Consonant/Consonant Vowel (VC/CV) Spellings

absent	contact	insect	plastic
basket	content	insult	pretzel
cactus	contest	invent	problem
canyon	discuss	magnet	public
catfish	disgust	napkin	sunset
catnap	disrupt	picnic	until
catnip	expand	piglet	velvet
conduct	expect	pigpen	



Description

This lesson is designed to help students construct and read words containing short vowel closed syllables and long vowel Silent **e** syllables. As students identify the syllables in compound words such as **lifetime** and in two-syllable words such as **invite**, they learn to look for Silent **e** and closed syllable spelling patterns that help them read and spell longer words.

TEACHER TIPS

The following steps show a lesson in which students work with two-syllable words that have Silent **e** at the end of one or both syllables. The lesson can be modified to focus on one pattern at a time: compound words in which the first or second syllable ends with Silent **e**, such as **sidestep** or **sunshine**; or two-syllable words with closed/Silent **e** syllables, such as **mistake** and **tadpole**. A list of suggested words in these categories can be found at the end of the lesson.

PREPARATION/MATERIALS

Prepare these syllables on cards: **life, time, in, vite, hand, shake, made, lake, line, side, back, bone, trom, bine, pete, com, home, shine, pole, sun, tad, cuse, ex.** (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)

Direct Instruction

say Today we are going to learn about putting two words or syllables together to make a longer word. Some of the syllables will be closed syllables and have a short vowel. Some of the syllables will be Silent **e** syllables and will have a long vowel.

Display the syllable card for **life**.

say This word is **life**. I know it isn't **lif** because it has a Silent **e** on the end that makes the first vowel say its name or its long sound.

Display the card for **time**, and read it aloud with students.


say I can put these words together to make a new, longer word. Listen for that word in this sentence: **Grandfather has seen many changes in his lifetime.**

say Did you hear the word **lifetime**?

Slide the syllable cards with **life** and **time** together until the two words meet and form the compound word **lifetime**.




Clap the syllables as you say **lifetime**.

 The word **lifetime** has two syllables, or beats. The first syllable of **lifetime** is **life** and the second syllable of **lifetime** is **time**.

Display the syllable card for **in** and then the syllable card for **vite**, and read each syllable aloud with students.


 I can put these syllables together to make a two-syllable word.

Slide **vite** to meet **in** and form **invite**.

 This word is **invite**.

Have students clap the syllables as they say **invite**.

Display the four syllable cards out of order: **life, vite, time, in**.

 When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.

Show students how you can put the syllable cards together to make **lifetime** and **invite** and then read each word.

Guided Practice

Display three syllables at a time, as shown below. Have students read each syllable aloud. Then, say a two-syllable word and use it in a sentence to be sure the students understand the meaning. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.

Display: **hand, shake, made**

 **say** **handmade**: Someone knitted my **handmade** sweater.

handshake: People greet each other with a **handshake**.

Display: **lake, line, side**

 **lakeside**: The children swam at the **lakeside** beach.

sideline: The ball bounced over the **sideline**.

Display: **back, bone, trom**

 **trombone**: A **trombone** is a horn that makes music.

backbone: The **backbone** is also called the spine.

Display: **bine, pete, com**

 **compete**: Runners **compete** in a race.

combine: When you mix things, you **combine** them.

Independent Application

Display three syllable cards at a time, as shown below. Say a word for students to construct using two of the cards. Have students read aloud each completed word and discuss its meaning.

Display: **home, made, shine**

 **say** **homemade**

Display: **pole, sun, tad**

 **tadpole**


Display: **cuse, ex, in**

 **excuse**

Then, display the three cards that were not used: **shine, sun, in**. Have students make a real word by putting two of the cards together. Provide support as needed, starting off with this clue: This makes a day bright. (**sunshine**)

Wrap-up

Check students' understanding.

 What syllables do you hear in **tadpole**? (tad, pole)


Display the syllable cards **tad** and **pole** for students to combine and read aloud.

Use students' responses to guide your choice of activities in the Adaptations section below.


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the first syllable in each word and having students choose the second. For example:

 Let's read these three syllables together: **bine, pete, com**. Listen to this word: **combine**. The first syllable is **com**.

Show students the syllable card with **com**.

 What is the second syllable in combine? (**bine**) Show me how to put **com** and **bine** together to make one longer word.

Option 2: Display two syllables that form a word from the lesson. Say the word and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Play a game in which you take turns choosing two syllables from an array and deciding whether they can be put together to make a real word. Each player reads the word aloud and, if it is a real word, uses it in a phrase

to show its meaning. Points are earned by correctly deciding if it is a real word or not, and using it in a phrase when appropriate. Use syllables from the lesson and from the list of words at the end of the lesson.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Two-Syllable Words with Silent e

Compound Words

backbone	lifetime
baseline	milestone
bedside	online
bedtime	pancake
clambake	pinecone
classmate	pipeline
cupcake	shipmate
fireside	sideline
flagpole	sidestep
handmade	sidetrack
handshake	sunrise
hillside	sunshine
homemade	timeline
inside	website
lakeside	whitecap

Closed/Silent e Words

admire	entire
advise	escape
collide	excuse
combine	exhale
commute	expose
compete	inhale
compile	invade
compose	invite
compute	mistake
confide	Neptune
confuse	reptile
console	suppose
consume	tadpole
dispose	

Description

This lesson is designed to help students attend to the sequence of sounds within words. By substituting, adding, and deleting letters to create a chain of words, students strengthen their understanding of the connections between letter and sound sequences.

TEACHER TIPS

The following steps show a lesson in which students work with short-vowel words that begin and end with single consonants or consonant blends, and long-vowel words with Silent e. For additional word chains to use, see the lists at the end of the lesson.

Use the Warm-Up exercise to determine if students are having difficulty with initial and final consonant substitution. If so, see the Lexia Lesson for Consonant Substitution in Level 5.

PREPARATION/MATERIALS

- Letter tiles or cards

Warm-up

Review initial and final consonant substitution. Use the letter tiles to show the word **sat**. Have students read the word.

***say** You know that we can change one word into another by changing consonant letters. I'm going to change one letter at a time. Let's see what new words I make.*

After you make each word in the following chain, have students name the new letter, say its sound, and read the new word aloud: **sat, pat, pan, ran, rap, rag, bag**.

Direct Instruction

Start with adding and deleting a consonant letter.

***say** Today we're going to learn how to take one word and turn it into a different word by adding a letter or by taking a letter away.*

Use the letter tiles to show the word **bag**. Have the letter tile **r** above **bag**.

*Sometimes, one of the words has more consonant sounds than the other word. This word is **bag**. Now, I want to change **bag** into **brag**. I'll listen for the different sounds: **bag, brag**. I hear one consonant sound at the beginning of **bag**, /b/, but I hear two consonant sounds, /b/ /r/, at the beginning of **brag**. There are two sounds, so I need to add another consonant letter.*

Use the letter tiles to show **brag**.

*The new word is **brag**. Sometimes, one of the words doesn't have as many consonant sounds as the other word. Now, I want to change **brag** into **rag**. I'll listen for the different sounds: **brag, rag**. There's only one consonant sound at the beginning of **rag**. It's the sound /r/. I need to take away the letter **b** because there's no /b/ sound in **rag**.*

Take away the letter **b** to show **rag**.

Follow the same procedure to show students a word chain with final consonant blends:
ram, ramp, rap. Model listening for changes in vowel sounds.

Guided Practice

For this part of the lesson, arrange a set of letter tiles for students to manipulate. You may want to use only the tiles needed for the word chains being presented (**c, u, p, l, m, a, e**).

Use the letter tiles to display the word **cup**. Have students read it aloud.

say Let's make some words together. Let's change the word **cup** to **cap**. Say both words sound by sound. (/k/ /u/ /p/, /k/ /a/ /p/) Where do you hear different sounds? (The vowels are different; /u/ changes to /a/.)

Take away the letter **u** in **cup**, and have students decide which vowel letter to use to spell **cap**.

*Now, let's change the word **cap** to **cape**. Say both words sound by sound. (/k/ /a/ /p/, /k/ /ā/ /p/) Where do you hear different sounds? (The vowels are different; short vowel /a/ changes to the long vowel /ā/.) What letter should we add at the end to turn /a/ in **cap** to /ā/ in **cape**? (Students choose the **e** and use it to show **cape**.)*

Take away the final **e** from **cape**.

*Now, let's change **cap** into **clap**. Say both words sound by sound. (/k/ /a/ /p/, /k/ /l/ /a/ /p/) What new sound do you hear? (clap has /l/) Yes, **clap** has one added sound. Choose the letter that you need to add to make **clap**. (Students choose **l** and add it to show **clap**.)*

Beginning with the displayed word **clap**, have students continue to listen for added, deleted, or substituted sounds and use the displayed letters to spell each of these words: **clap, lap, lamp, lump**.

Independent Application

Have students work independently or in pairs. Provide a set of letter tiles for each student or pair of students to manipulate. You may want to use only the tiles needed for the word chains being presented (**r, b, t, g, l, n, s, a, e**).

Have students spell the first word in the list with the letter tiles. Say a new word, and have students use the tiles to create the new word. Encourage students to say both words aloud to determine which sound is different and whether they need to substitute, add, or delete a letter.

Suggested word chain: **rag, bag, brag, brat, rat, rate, late, slate, slat, slant**.

For additional practice, see the word chains at the end of this lesson.

Wrap-up

Check students' understanding.

say What do you do to change the word **bad** into **band**? (Add **n** before **d**.) What do you do to change **band** into **bend**? (Change the **a** into **e**.)

Use students' responses to guide your choice of activities in the Adaptations section below.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Have students work only with CVC words and perform one task at a time. Start with making chains in which only the initial consonant changes; for example: pat, sat, rat, fat.

Then make chains in which the final consonant changes; for example: pat, pan, pal, pad.

Next, make chains with vowel substitution; for example: pat, pet, pit, pot.

Option 2: Have students compare and contrast two displayed words. Have them underline the letters that differ, read each word aloud, and then say the sounds that are different. Here are some examples of word pairs to use: man, men; tip, top; rat, rate; tune, tone; lip, slip; lit, list; ten, tent.

FOR STUDENTS READY TO MOVE ON

Option 1: Have students work with words with consonant digraphs, using a letter team to spell one sound: **ch, sh, th, ck, ng**. See the word chains at the end of this lesson for examples of words to use.

Option 2: Play a word-building game in which students add one letter at a time to spell a word that grows longer and longer. Here are some examples of words to say in sequence: in, pin, spin, spine; an, ran, bran, brand; it, fit, flit, flint.

Option 3: Challenge students with Word Ladders, puzzles in which one letter at a time is changed to make a new real word. Have them fill in the steps between top and bottom words. Copy and display these puzzles.

hot	six	red
—	—	—
—	—	—
—	—	—
sun	ten	dog

(Sample responses: hot, rot, rut, run, sun; six, fix, fin, tin, ten; red, bed, beg, bog, dog)

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with **Lexia Skill Builders®**.

Word Chains

Consonant Blends

lip	tap	spot	cat	test
slip	trap	pot	cast	west
sip	rap	plot	last	wet
sit	rip	lot	list	went
fit	trip	lit	lint	wept
fist	grip	lift	flint	swept

Long Vowels

rip	tap	back	spoke
ripe	tape	bake	spike
rope	take	lake	spine
cope	tale	lane	spin
cape	tile	line	pin
cane	mile	lone	pine

Consonant Digraphs

rug	cap	pack	hug
lug	cash	pick	hung
luck	mash	thick	hang
lick	math	wish	sang
chick	bath	with	sing
check	bad	wing	sick



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Description

This lesson is designed to help students construct and read words containing two closed syllables—syllables that end with a consonant and have a short vowel sound. As students identify the syllables in compound words such as *sunset* and in two-syllable words such as *velvet*, they learn to look for closed syllable patterns that help them to read and spell longer words.

TEACHER TIPS

The following steps show a lesson in which students work with words containing two closed syllables. The lesson can be modified for use with only closed CVC syllables or syllables in which the first syllable contains a blend or digraph at the beginning (e.g., *plastic*) or the last syllable contains a blend or digraph at the end (e.g., *contest*). This allows for direct focus on the first rule of syllable division, which addresses two consonants in the middle that need to be separated in order to divide the word (VCCV pattern). A list of suggested words can be found at the end of the lesson.

PREPARATION/MATERIALS

Prepare these syllables on cards: **sun, set, pic, nic, pump, nap, kin, prob, lem, on, in, let, pig, tic, vel, plas, dit, cac, ban, gust, tus, dis.** (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)

Direct Instruction

say Today we are going to learn about putting two words or syllables together to make a longer word.

Display the syllable cards for **sun** and **set**, and read each word aloud with students.

I can put these words together to make a new, longer word. Listen for that word in this sentence:
The pink and orange clouds of a sunset are beautiful.

Did you hear the word **sunset**?

Slide the syllable cards with **set** and **sun** together until the two words meet and form the compound word **sunset**.




Clap the syllables as you say **sunset**.

The word **sunset** has two syllables, or “beats.” The first syllable of **sunset** is **sun**, and the second syllable of **sunset** is **set**.

Display the syllable card for **pic** and then the syllable card for **nic**, and read each syllable aloud with students.


I can put these syllables together to make a two-syllable word.

Slide **nic** to meet **pic** and form **picnic**.

 This word is **picnic**.

Have students clap the syllables as they say **picnic**.

Display the four syllable cards out of order: **pic, set, sun, nic**.


 When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.

Show students how you can put the syllable cards together to make **sunset** and **picnic** and then read each word.


Guided Practice

Display three syllable cards at a time, as shown below. Have students read each syllable aloud. Then, say a two-syllable word and use it in a sentence to be sure the students understand the meaning. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.


Display: **kin, nap, pump**

 **say** • **pumpkin**: We carved a **pumpkin** for Halloween.
• **napkin**: Wipe the spill with a **napkin**.

Display: **prob, on, lem**

 • **problem**: A **problem** is something that needs to be solved.
• **lemon**: A **lemon** is a yellow citrus fruit.

Display: **pig, in, let**

 • **piglet**: A young pig is a **piglet**.
• **inlet**: An **inlet** is a small bay in a body of water.

Independent Application

Display three syllable cards at a time, as shown below. Say a word for students to make using two of the slips. Have students read aloud each completed word and discuss its meaning.


Display: **dit, cac, ban**

 **say** **bandit**

Display: **dis, tus, gust**

 **disgust**


Display: **tic, vel, plas**

 **plastic**


Then, display the three syllable cards that were not used: **cac, vel, tus**. Have students make a real word by putting two of the cards together. Provide support as needed, starting off with this clue: A desert plant with sharp spikes. (**cactus**)

Wrap-up

Check students' understanding.

 *What syllables do you hear in **picnic**? (**pic**, **nic**)*

Display the syllable cards **pic** and **nic** for students to combine and read aloud.


 *What kind of syllables do you see in this word? (closed)*

Use students' responses to guide your choice of activities in the Adaptations section below.


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the first syllable in each word and having students choose the second. For example:

 *Let's read these three syllables together:
pen, **pig**, **let**. Listen to this word: **piglet**.
The first syllable is **pig**.*

Show students the card with **pig**.

 *What is the second syllable in **piglet**? (let)
Show me how to put **pig** and **let** together to
make one longer word.*

Option 2: Display two syllables that form a word from the lesson. Say the word and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand on the lesson by guiding students to build two-syllable words that have double consonants in the middle:
lesson, attic, button, funnel, muffin, rotten, wallet, mitten. As you show students how the syllables combine, explain that the consonant sound is spoken only once.

Option 2: Play a game in which you take turns choosing two syllables from an array and deciding whether they can be put together to make a real word. Each player reads the word aloud and, if it is a real word, uses it in a phrase to show its meaning. Points are earned by correctly deciding if it is a real word or not and then by using it in a phrase when appropriate. Use syllables from the lesson and from the list of words at the end of the lesson.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with **Lexia Skill Builders®**.

Two-Syllable Words

Vowel Consonant/Consonant Vowel (VC/CV) Spellings

absent	contact	insect	plastic
basket	content	insult	pretzel
cactus	contest	invent	problem
canyon	discuss	magnet	public
catfish	disgust	napkin	sunset
catnap	disrupt	picnic	until
catnip	expand	piglet	velvet
conduct	expect	pigpen	

Three Syllable Words with Closed Syllables

accomplish	basketball	establish	investment
Atlantic	consistent	fantastic	snapdragon



Description

This lesson is designed to help students construct and read two-syllable words in which the first syllable is an open syllable as in **moment** or **student**. An open syllable ends with a single vowel and that vowel makes its long sound. As students identify and blend the syllables in two-syllable words, they learn to look for open syllable patterns that help them to read and spell longer words.


TEACHER TIPS

The following steps show a lesson in which students work with two-syllable words in which the first syllable is open and the second syllable is a closed or Silent e syllable. The lesson can be expanded to include other syllable types in the second syllable such as vowel combination and r-controlled. A list of suggested words in these categories can be found at the end of the lesson.


PREPARATION/MATERIALS

Prepare these syllables on cards: **la, bel, lo, cate, be, no, gin, ra, cret, se, ken, spo, stu, yo, vent, pre, ho, tel, mo, ment, ro, bot, dent, e, ra, go, ven**. (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)


Direct Instruction

 *Today we are going to learn about putting two syllables together to make a longer word. The first syllable in all of the words will be an open syllable, and the other syllable in the word will be either a closed syllable or a Silent e syllable.*

Display the familiar words **we** and **no**, and have students read them aloud.

 *I know these are open syllables because they end in a single vowel and the vowel sound is long.*

Draw a line over the vowel in each word.

 *This line shows a long vowel sound, which is the same as the letter name. The vowel sound in **we** is long e, /ē/. What is the vowel sound in **no**? (long o, /ō/)*

Display the syllables **va, ti, po**, drawing a line over each vowel.


 *Let's say each of these open syllables. The vowel sound will be long: /vā/, /tī/, /pō/.*

Have students repeat the syllables after you.


Display the card with **la**.

 *This syllable is an open syllable. It ends with a single vowel that makes its long vowel, /lā/.*

Display the card with **bel**.

 *This syllable is a closed syllable. It ends with a consonant and has a short vowel sound, /bě/. I can put these syllables together to make a word.*

Slide the syllable cards for **la** and **bel** together until the two syllables meet and form the word **label**.

 *la...bel, la/bel, label. The word is label. A label is a name for something.*




Display the card for **lo** and then the card for **cate**, and read each syllable aloud with students.

 *I can put these syllables together to make a two-syllable word.*

Slide **cate** to meet **lo** and form **locate**.

 *This word is locate. I locate something by finding where it is.*

Display the four syllable cards out of order: **cate, la, lo, bel**.

 *When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.*

Show students how you can put the syllable cards together to make **label** and **locate**, and then read each word.

Guided Practice

Display three syllables at a time, as shown below. Have students read each syllable aloud. Then say a two-syllable word and use it in a sentence. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.

DISPLAY	SAY
be, no, gin	begin
ra, cret, se	secret
ken, spo, stu	spoken
yo, vent, pre	prevent


Independent Application

Display four syllable cards at a time, as shown below. Say one word at a time for students to construct using two of the cards. Have students read aloud each completed word. Talk about word meaning.

Display: **ho, tel, mo, ment**

 *say hotel, moment, motel*

Display: **ro, bot, stu, dent**


 *robot, student, rodent*

Display: **e, ra, go, ven**


 *even, raven, ego*

Wrap-up

Check students' understanding.

 *What syllables do you hear in **robot**? (ro, bot)*

Display the syllable cards **ro** and **bot** for students to combine and read aloud.


 *What kinds of syllables do you see in this word? (open and closed)*

Use students' responses to guide your choice of activities in the Adaptations section below.


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the second syllable in each word and having students choose the first closed syllable. For example,

 *Let's read these three syllables together: **ra**, **cret**, **se**. Listen to this word: **secret**. The second syllable is **cret**.*

Show students the syllable card with **cret**.

 *What is the first syllable in **secret**? (**se**) Show me how to put **se** and **cret** together to make one longer word.*

Option 2: Display only two syllables that form a word from the lesson. Say the word and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Expand the lesson to include second syllables with additional spelling patterns. See the word lists at the end of this lesson; select words to use in new activities. Below are three suggestions:

1. Partners play Concentration using cards made from the syllables of 10-12 words. They place the cards face down in a grid pattern. Player 1 turns up two cards; if the syllables can be combined to make a real word, the player keeps both cards and takes another turn. If the syllables cannot make a word, the cards are placed face down in their original positions, and Player 2 takes a turn. The player with the most cards at the end is the winner.

2. Mix up and display syllable cards that can be put together to make three words. How quickly can students combine the syllables to make real words? Can they combine more displayed syllables to make four words? five?

3. Display sentences or phrases in which the first or second syllable of a word is missing. Challenge students to choose the missing syllable from three choices. For example,

Turn on the TV with the re____.
(sic, mote, side)

A doe is a ____male deer. (do, fe, stu)

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Two-Syllable Words–Open Syllables

Open Syllable / Closed Syllable

bacon	humid	pilot	rodent
basic	item	prefix	silent
bison	label	pretend	siren
direct	legal	pretest	student
even	local	prevent	total
final	minus	protect	tulip
focus	moment	protest	unit
frequent	motel	pupil	Venus
hotel	music	raven	yodel
human	open	robot	

Open Syllable / Silent e Syllable

beside	humane	profile	revise
Chinese	locate	provide	rotate
donate	ozone	refuse	unite
female	polite	remote	vacate

Open Syllable / Vowel Combination Syllable

belief	detail	pronoun	remain
cocoa	domain	rebound	repeat
decoy	ideal	relay	reveal
delay			

Open Syllable / Vowel-r Syllable

acorn	over	radar	solar
major	paper	refer	spider
minor	polar	report	super
motor	prefer	return	tiger

Three Syllable / Open Syllable

abdomen	domestic	refreshment	romantic
commuter	electric	remember	utensil
demolish	equipment	republic	



Description

This lesson is designed to help students construct and read words containing short vowel closed syllables and long vowel Silent e syllables. As students identify the syllables in compound words such as **lifetime** and in two-syllable words such as **invite**, they learn to look for Silent e and closed syllable spelling patterns that help them to read and spell longer words.

TEACHER TIPS

The following steps show a lesson in which students work with two-syllable words that have Silent e at the end of one or both syllables. The lesson can be modified to focus on one pattern at a time: compound words in which the first or second syllable ends with Silent e, such as **sidestep** or **sunshine**; or two-syllable words with closed/Silent e syllables, such as **mistake** and **tadpole**. A list of suggested words in these categories can be found at the end of the lesson.

PREPARATION/MATERIALS

Prepare these syllables on cards: **life, time, in, vite, vade, hale, base, ment, pave, bed, side, time, com, pose, pute, rep, tile, dine, dis, like, grate, con, fuse, mi**. (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)

Direct Instruction

say Today we are going to learn about putting two words or syllables together to make a longer word. Some of the syllables will be closed syllables and have a short vowel. Some of the syllables will be Silent e syllables and will have a long vowel.

Display the syllable card for **life**.

This word is life. I know it isn't lif because it has a Silent e on the end that makes the first vowel say its name or its long sound.

Display the card for **time**, and read it aloud with students.


I can put these words together to make a new, longer word. Listen for that word in this sentence: Grandfather has seen many changes in his lifetime.

Did you hear the word lifetime?

Slide the syllable cards for **life** and **time** together until the two words meet and form the compound word **lifetime**.




Clap the syllables as you say **lifetime**.

 The word **lifetime** has two syllables, or beats. The first syllable of **lifetime** is **life**, and the second syllable of **lifetime** is **time**.

Display the syllable card for **in** and then the syllable card for **vite**, and read each syllable aloud with students.


 I can put these syllables together to make a two-syllable word.

Slide **vite** to meet **in** and form **invite**.

 This word is **invite**.

Have students clap the syllables as they say **invite**.

Display the four syllable cards out of order: **life**, **vite**, **time**, **in**.

 When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.

Show students how you can put the syllable cards together to make **lifetime** and **invite**, and then read each word.

Guided Practice


Display three syllables at a time, as shown below. Have students read each syllable aloud. Then, say a two-syllable word, and use it in a sentence to be sure the students understand the meaning. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.

Display: **in**, **hale**, **vade**

 **inhale**: You **inhale** and exhale when you breathe.


invade: The ants will **invade** the picnic!

Display: **base**, **pave**, **ment**

 **basement**: The laundry machine is in the **basement**.

pavement: The cars drive on the **pavement**.

Display: **bed**, **side**, **time**

 **bedside**: My books are on the **bedside** table.

bedtime: Sam's **bedtime** is eight o'clock.

Display: **pute**, **com**, **pose**

 **compose**: Beth will **compose** a song.

compute: **Compute** the answer on the calculator.

Independent Application

Display three syllable cards at a time, as shown below. Say a word for students to construct using two of the cards. Have students read aloud each completed word and discuss its meaning.

Display: **dine**, **tile**, **rep**

 **reptile**

Display: **like**, **grate**, **dis**

 **dislike**

Display: **mi, fuse, con**

 **confuse**

Then, display the three cards that were not used: **dine, grate, mi**. Have students make a real word by putting two of the cards together. Provide support as needed, starting with this clue: Birds do this when they travel to a warmer climate for the winter. (**migrate**)

Wrap-up

Check students' understanding.

 What syllables do you hear in **reptile**? (**rep, tile**)


Display the syllable cards **rep** and **tile** for students to combine and read aloud.

Use students' responses to guide your choice of activities in the Adaptations section below.


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the first syllable in each word and having students choose the second. For example,

 Let's read these three syllables together: **com, pose, pute**. Listen to this word: **compute**. The first syllable is **com**.

Show students the syllable card for **com**.

 What is the second syllable in **compute**? (**pute**) Show me how to put **com** and **pute** together to make one longer word.

Option 2: Display two syllables that form a word from the lesson. Say the word, and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Play a game in which you take turns choosing two syllables from an array and deciding whether they can be put together to make a real word. Each player reads the word aloud and, if it is a real word, uses it in a phrase

to show its meaning. Points are earned by correctly deciding if it is a real word or not and by using it in a phrase when appropriate. Use syllables from the lesson and from the list of words at the end of the lesson.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.

Two-Syllable Words with Silent e

Compound Words

backbone	lifetime
baseline	milestone
bedside	online
bedtime	pancake
clambake	pinecone
classmate	pipeline
cupcake	shipmate
fireside	sideline
flagpole	sidestep
handmade	sidetrack
handshake	sunrise
hillside	sunshine
homemade	timeline
inside	website
lakeside	whitecap

Closed / Silent e Words

admire	entire
advise	escape
collide	excuse
combine	exhale
commute	expose
compete	inhale
compile	invade
compose	invite
compute	mistake
confide	Neptune
confuse	reptile
console	suppose
consume	tadpole
dispose	

Three-Syllable Words with Silent e

compensate	incomplete
contribute	lemonade
demonstrate	postponement
distribute	valentine

Description

This lesson is designed to help students construct and read two-syllable words containing vowel-r syllables. As students identify the syllables in compound words such as **popcorn** and in two-syllable words such as **market**, they learn to look for vowel-r syllable patterns that help them to read and spell longer words.


TEACHER TIPS

The following steps show a lesson in which students work with two-syllable words that have the vowel-r syllable type as one or both of the syllables. A list of suggested words in these categories can be found at the end of the lesson.


PREPARATION/MATERIALS

Prepare these syllables on cards: **gar**, **den**, **spi**, **der**. (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)


Direct Instruction

 *Today we are going to learn about putting two syllables together to make a longer word. All of the words will have at least one vowel-r syllable. The other syllable in the word will be either an open or a closed syllable.*


Display the syllable card for **gar**.

 *This syllable is **gar**. I know it isn't the long or the short vowel sound because it has an **r** after the vowel. In this syllable, **ar** makes the sound /ar/.*


Display the card for **den**, and read it aloud with students.

 *I can put these syllables, **gar** and **den**, together to make a longer word. Listen for that word in this sentence: **Tulips and roses grew in the beautiful garden.** Did you hear the word **garden**?*

Slide the syllable cards for **gar** and **den** together until the two syllables meet and form the word **garden**. Clap the syllables as you say **garden**.


 *The word **garden** has two syllables, or beats. The first syllable of **garden** is **gar**, and the second syllable of **garden** is **den**.*

Display the syllable card for **spi** and then the syllable card for **der**, and read each syllable aloud with students.

 *I can put these syllables together to make a two-syllable word. Slide **der** to meet **spi** and form **spider**. This word is **spider**.*

Have students clap the syllables as they say **spider**.

Display the four syllable cards out of order: **gar**, **der**, **spi**, **den**.

 *When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.*


Show students how you can put the syllable cards together to make **garden** and **spider**, and then read each word.

Guided Practice

Display four syllables at a time, as shown below. Have students read each syllable aloud. Then, say a two-syllable word, and use it in a sentence to be sure the students understand the meaning. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.

Display: **mar, ver, fe, ket**

 **say market:** We went to the **market** to buy fresh vegetables.


 **fever:** I did not go to school when I had a **fever**.

Display: **car, per, pa, pet**

 **carpet:** The children did a puzzle on the **carpet**.

 **paper:** Tissue **paper** is fun to use in class.

Display: **pop, ter, corn, la**


 **popcorn:** We like to eat **popcorn** with butter.

 **later:** We can go to the park **later**.

Independent Application

Display three syllable cards at a time, as shown below. Say a sentence that includes a two syllable word that the students will construct using two of the displayed syllables. Have students read aloud each completed word, and discuss its meaning.

Display: **ter, chap, zer**

 **say chapter:** We will read one **chapter** from our book today.

Display: **ber, ger, ti**

 **tiger:** Did you hear the **tiger** roar at the zoo?


Display: **per, num, fect**

 **perfect:** Today's weather was **perfect** for a picnic.

Then display the three cards that were not used: **zer, ber, num**. Have students make a real word by putting two of the cards together. Provide support as needed, starting with this clue:
G is a letter and 2 is a ____.

Wrap-up

Check students' understanding.

 *What syllables do you hear in **garden**? (gar, den)*

Display the syllable cards **gar** and **den** for students to combine and read aloud.


 *What kind of syllables do you see in this word? (vowel-r and closed)*

Use students' responses to guide your choice of activities in the Adaptations section below.


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the first syllable in each word and having students choose the second. For example,

 *Let's read these four syllables together: **mar**, **fe**, **ket**, **ver**. Listen to this word: **fever**. The first syllable is **fe**.*

Show students the syllable card for **fe**.

 *What is the second syllable in **fever**? (**ver**)
Show me how to put **fe** and **ver** together to make one longer word.*

Option 2: Display only two syllables that form a word from the lesson. Say the word, and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Play a game in which you take turns choosing two syllables from an array and deciding whether they can be put together to make a real word. Each player reads the word aloud and, if it is a real word, uses it in a phrase to show its meaning. Points are earned by

correctly deciding if it is a real word or not and by using it in a phrase when appropriate. Use syllables from the lesson and from the list of words at the end of the lesson.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with **Lexia Skill Builders®**.

Words with Vowel-r Syllables

Vowel-r (and Closed)

carpet
pattern
popcorn
forget
garden
lobster
market
perfect
target
blister
chapter
number

Vowel-r (and Open)

tiger
baker
clover
fever
later
paper
return
spider
super



Description

This lesson is designed to help students construct and read two-syllable words containing vowel combination syllables. As students identify the syllables in compound words such as **bedroom** and in two-syllable words such as **crayon**, they learn to look for vowel combination syllable patterns that help them to read and spell longer words.

TEACHER TIPS

The following steps show a lesson in which students work with two-syllable words that have the vowel combination syllable type as one or both of the syllables. A list of suggested words in these categories can be found at the end of the lesson.

PREPARATION/MATERIALS

Prepare these syllables on cards: **en, be, neath, joy**. (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)

Direct Instruction

say Today we are going to learn about putting two syllables together to make a longer word. All of the words will have at least one vowel combination syllable. The other syllable in the word will be either another vowel combination syllable or an open or a closed syllable.

Display the syllable card for **joy**.

say This syllable is **joy**. I know this is a vowel combination syllable because it has a vowel combined with another vowel or consonant. In this syllable, **oy** makes the sound /oi/.

Display the card for **en**, and read it aloud with students.

say I can put these syllables, **en** and **joy** together to make a longer word. Listen for that word in this sentence: "I really enjoy going to the beach." Did you hear the word **enjoy**?

Slide the syllable cards for **en** and **joy** together until the two syllables meet and form the word **enjoy**. Clap the syllables as you say **enjoy**.

say The word **enjoy** has two syllables, **en** and **joy**.

Display the syllable card for **be** and then the syllable card for **neath**, and read each syllable aloud with students.

say I can put these syllables together to make a two-syllable word. Slide **neath** to meet **be** and form **beneath**. This word is **beneath**. Have students clap the syllables as they say **beneath**.

Display the four syllable cards out of order: **en, neath, be, joy**.


say When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.

Show students how you can put the syllable cards together to make **enjoy** and **beneath**, and then read each word.

Guided Practice


Display four syllables at a time, as shown below. Have students read each syllable aloud. Then, say a two-syllable word, and use it in a sentence to be sure the students understand the meaning. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.

Display: **cray, bam, on, boo**

 **crayon:** I need to use a red **crayon** to draw the flag.


 **bamboo:** The pandas love to eat **bamboo**.


Display: **plain, ex, night, mid**

 **midnight:** The clock struck twelve at **midnight**.

 **explain:** The teacher will **explain** the directions.

Display: **low, re, be, lay**


 **below:** Write the date **below** your name.

 **relay:** They will run a **relay** race on Saturday.

Independent Application

Display three syllable cards at a time, as shown below. Say a sentence that includes a two-syllable word that the students will construct using two of the displayed syllables. Have students read aloud each completed word and discuss its meaning.

Display: **sub, out, way**

 **subway:** We took the **subway** to the city.

Display: **sail, meal, oat**

 **oatmeal:** My dad made **oatmeal** raisin cookies.

Display: **rooms, boat, mush**

 **mushrooms:** I like **mushrooms** on my pizza.

Then display the three cards that were not used: **boat, out, sail**. Have students make a real word by putting two of the cards together. Provide support as needed.

Wrap-up

Check students' understanding.

 **What syllables do you hear in *midnight*?** (mid, night)

Display the syllable cards for **mid** and **night** for students to combine and read aloud.


 **What kind of syllables do you see in this word?** (closed and vowel combination)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the first syllable in each word and having students choose the second. For example,

 *Let's read these four syllables together: **cray**, **bam**, **on**, **boo**. Listen to this word: **bamboo**. The first syllable is **bam**.*

Show students the syllable card for **bam**.

 *What is the second syllable in **bamboo**? (**boo**) Show me how to put **bam** and **boo** together to make one longer word.*

Option 2: Display only two syllables that form a word from the lesson. Say the word, and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Play a game in which you take turns choosing two syllables from an array and deciding whether they can be put together to make a real word. Each player reads the word aloud and, if it is a real word, uses it in a phrase to show its meaning.

Points are earned by correctly deciding if it is a real word or not and by using it in a phrase when appropriate. Use syllables from the lesson and from the list of words at the end of the lesson.

*Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**. For further practice with these skills, provide students with **Lexia Skill Builders®**.*

Two-Syllable Words with Vowel Combinations

Word List

bamboo	oboe
bedroom	below
coffee	crayon
complain	decay
elbow	betray
enjoy	regain
instead	subway
shampoo	oatmeal
midnight	sailboat
peanut	mushroom
footprint	relay

Description

This lesson is designed to help students construct and read two-syllable words in which the second syllable is a consonant-**le** (**c-le**) syllable, as in **wig/gle** and **ti/tle**. In the consonant-**le** pattern, the second syllable has an unstressed vowel sound. As students identify and blend syllables in two-syllable words, they learn to look for consonant-**le** syllable patterns that help them to read and spell longer words.

TEACHER TIPS

The following steps show a lesson in which students work with two-syllable words in which the first syllable is closed or open. Closed syllables have a short vowel sound and end with one or more consonants. Open syllables have a long vowel sound and end with a single vowel. The lesson can be expanded to include other syllable types as the first syllable, such as vowel combination and **r**-controlled. A list of suggested words in these categories can be found at the end of the lesson.


Note: When pronouncing the unstressed vowel sound in **c-le** syllables, say **bub/b'ɪ**, not **bub/bul**. The unstressed vowel sound is often shown with the symbol called a schwa, /ə/.

PREPARATION/MATERIALS

Prepare these syllables on cards: **gle, ble, dle, tle, ple, wig, bun, han, bot, scram, jun, bu, ti, cra, sta, ca, ta**. (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)

Warm-up

Use an oral activity to introduce the unstressed vowel sound in consonant-**le** syllables.


 *I'm going to say some words that have two syllables. After I say each word, we'll say it again together and clap the beats of the syllables.*

As you lead students in clapping the syllables, use a quieter clap for the second syllable, and pronounce the unstressed vowel sound naturally.

 *Listen: **bubble** (bub/ble); **tingle** (tin/gle); **cradle** (cra/dle); **simple** (sim/ple).*

Repeat each word, and then say the second syllable alone. Have students listen for the syllable made with the consonant-**le**. Then say each first syllable, and have students supply the second.

Direct Instruction

 *Today we are going to learn about putting two syllables together to make a longer word. The last syllable in all of the words will be a consonant-**le** syllable, and the other syllable in the word will be either a closed syllable or an open syllable.*

Display the cards for **gle** and **ble**.

- Look at these syllables. In each one, I see a consonant followed by the letters **le**. When a consonant letter is followed by **l-e** at the end of a word, the letters form a consonant-**le** syllable. We say /gəl/ as in the word **struggle** and /bəl/ as in the word **cable**.



Display the card for **wig**, and have students read it out loud. Slide the syllable cards for **wig** and **gle** together until the two syllables meet and form the word **wiggle**.

- wig...gle, wig/gle, wiggle.** This word is **wiggle**. Things that **wiggle** move back and forth quickly.

Display the card for **ta**, and read it aloud with the long **a** sound. Slide the syllable cards for **ta** and **ble** together until the two syllables meet and form the word **table**.

- ta...ble, ta/ble, table.** The word is **table**. We eat dinner at the **table**.

Display the four syllable cards out of order: **ble, gle, ta, wig**.

- When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.

Show students how you can put the syllable cards together to make **table** and **wiggle**, and then read each word.

Guided Practice

Display three syllable cards at a time and have students read each syllable aloud. Then, say a two-syllable word and use it in a sentence. Support students in choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.

Display: **dle, han, bun** (handle, bundle)

Display: **tle, ti, bot** (title, bottle)

Display: **gle, jun, bu** (jungle, bugle)

Display: **ble, ca, scram** (cable, scramble)

Display: **ple, ble, sta** (staple, stable)

Independent Application


Display all the consonant-**le** syllable cards used in the lesson: **__gle, __ble, __dle, __tle, __ple**. As you say a sentence using a target word, display the first syllable of the word. Have students write the word by copying the first syllable and choosing from the array of second syllables.

Suggested sentences:


1. Something that is easy to do is **simple**. (Display **sim**.)
2. The clown has three bananas to **juggle**. (Display **jug**.)
3. Rock the baby in its **cradle**. (Display **cra**.)
4. "The Tortoise and the Hare" is a **fable**. (Display **fa**.)
5. The opposite of big is **little**. (Display **lit**.)

Wrap-up

Check students' understanding.

 *What syllables do you hear in **tumble**?* (tum, ble)

Display the syllable cards for **sim** and **ple** for students to combine and read aloud.

 *What kinds of syllables do you see in this word?* (closed and consonant-le)

Use students' responses to guide your choice of activities in the Adaptations section on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by displaying only closed CVC first syllables. Provide one consonant-**le** syllable at a time, and have students build words with all the displayed syllables. The example below shows first syllables **han**, **bun**, **fid**, and **pad**, and **c-le** syllable **dle**. For other examples, see the CVC word lists at the end of the lesson.

***say** Let's read these syllables together: **han**, **bun**, **fid**, **pad**. What are the letters in this syllable? (**d-l-e**) The letters **d-l-e** spell the syllable /**dəl**/. Show me how to put **fid** and **dle** together to make **fiddle**.*

Option 2: Display only two syllables that form a word from the lesson. Say the word, and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Expand the lesson to include first syllables that are additional syllable types. See the word lists at the end of this lesson for more words to use in the following suggested new activities.

- Partners play Concentration using cards made from the syllables of 10 to 12 words. They place the cards face down in a grid pattern. Player 1 turns up two cards; if the syllables can be combined to make a real word, the player keeps both cards and takes another turn. If the syllables cannot make a word, the cards are placed face down in their original positions, and Player 2 takes a turn. The player with the most cards at the end is the winner.

- Mix up and display syllable cards that can be put together to make three words. How quickly can students combine the syllables to make real words? Can they combine more displayed syllables to make four words? Five words?
- Display sentences or phrases in which the first or second syllable of a word is missing. Challenge students to choose the missing syllable from three choices. For example,

We lit the can _____.
(dle, ble, gle)

We saw a _____tle at the pond.
(tin, ta, tur)

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with **Lexia Skill Builders®**.

Two-Syllable Words with Consonant-le

First Syllable: Closed

apple	drizzle	raffle	tangle
ankle	fiddle	ruffle	thimble
axle	gobble	sample	tingle
battle	handle	scramble	twinkle
bottle	juggle	settle	tumble
bubble	jungle	simple	uncle
bundle	little	single	whittle
candle	paddle	sniffle	wiggle
cattle	pebble	snuggle	wobble
cuddle	peddle	struggle	
dimple	puzzle	stumble	

First Syllable: Open

able	cradle	maple	staple
bridle	fable	noble	table
bugle	ladle	stable	title
cable			

First Syllable: Vowel-r

gargle	hurdle	purple	turtle
gurgle	marble	sparkle	

First Syllable: Vowel Combination

beagle	dawdle	needle	poodle
beetle	eagle	noodle	steeple
doodle	feeble		



Description

This lesson is designed to give students repeated exposures and practice with high-frequency sight words, many of which do not follow phonic rules. Students often struggle to automatically identify these words and read them accurately. Being able to read high-frequency words automatically is integral to students becoming fluent readers.

TEACHER TIPS

This lesson can be adapted for use with any sight words that students struggle to identify automatically. You can create a set of flashcards for each student, punch a hole in the corner of each card, and put the cards on a ring for easy access and practice. After the initial lesson, review previously presented words using the student's personal deck. Have the student read one word at a time. Determine which words need review through the suggested activities in the Adaptations section of this lesson.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

PREPARATION/MATERIALS

- Sets of plastic letters or letter tiles, provided at the end of this lesson (for display and for students)
- Sets of Level 10 word cards, see lists at the end of this lessons (for display and for students)
- Index cards

Warm-up

say I am going to show you a word, and I want you to tell me what it is.

Present one word card at a time. See which ones students instantly identify and put those cards aside. Focus the lesson on the sight words that are giving students some trouble.

Direct Instruction

say Today we're going to learn some important words that you may not be able to sound out. We see these words all the time when we read, and we use these words a lot when we write. It's helpful to learn them as whole words so you can read and write them quickly.


Display the word card for **laugh**.

say This word is **laugh**.


Use the word in context. Think of various things that make you laugh and name them, saying, "___ make me **laugh**." with an emphasis on the word **laugh**. For example, "Funny movies make me **laugh**."

say Now I'm going to spell **laugh**. L-A-U-G-H spells **laugh**.


Point to each letter as you spell it. Run your finger under the whole word from left to right as you say the word.

 *To help me remember the word, I look at it carefully to see if there is something about it that might be confusing. In the word **laugh**, the letters **a-u-g-h** sound like /af/ — the vowel actually sounds like short a and **gh** sounds like /f/. That's strange—it doesn't follow the rules!*

Hold up the word card as you say the word. Model studying the word.

 *Then, I close my eyes and try to picture the whole word while I say the letter names. I pay particular attention to the part that might be confusing.*

Model closing your eyes and thinking about the word in your mind as you name the letters and then say the word.

 *When you are learning a new sight word, you need to remember to do these things:*

Step 1: Say the word and spell it.

Step 2: Look at the word and decide if there is something confusing about how it is pronounced.

Step 3: Close your eyes and try to picture the whole word as you name the letters.


Use the same procedure with the other sight words as needed.

Guided Practice


Display the word card for **laugh**. Point to each letter in the word, and have students read the letters aloud with you to spell the word.

 *Let's spell **laugh** together: L-A-U-G-H.*

Run your finger under the word, left to right, and have your students spell and say the word together.

 *What's the word? (laugh)*

Have students close their eyes and picture the word as a whole. Then, have them name the letters with stress on the irregular part.

 *What's the word? (laugh)*

Provide each student with the letter tiles that are needed to spell the word **laugh**.


Have students spell the word, using their letters. Say the word together. Have students scramble their letters and then spell and read the word a few times. Try taking away the displayed word; see if students can spell and read it on their own.

Use the same procedure with the other sight words as needed.

Independent Application

Provide each student with a writing utensil and something to write on. Display the word card for **laugh**.

 *What is this word? (laugh)*

 *Now I want you to practice writing laugh.*

When students are ready, have them write the word. Then, they should read the word and say the letter names while tracing over the letters they have made. Try taking away the displayed word; see if students can write it on their own.

Have students use the word in a sentence.

Use the same procedure with the other sight words as needed.

Wrap-up

See if students can now instantly identify the sight words in this lesson. Use the sight word cards as flashcards, and have students read and spell each word.

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Place sight-word cards on a table, and have students point to the word after you say it. Repeat until they are automatic at identifying each sight word. Then, have students read the word.

Option 2: Place pairs of sight-word cards on the table, and have students match each sight word with the other card in the pair.

FOR STUDENTS READY TO MOVE ON

Option 1: Create (or add to, if you already have one) a Word Wall, using long strips of butcher paper. Have students spell each sight word for you as you list it on the wall. Point to random sight words, and have students read them aloud.

Option 2: Help students write each sight word on the same side of pairs of index cards. Make sure they have spelled the words correctly. Have students shuffle and use this deck of cards to play Concentration or Go Fish with a partner.

Option 3: Have students combine these sight words with phonically regular words and other sight words they have learned to create phrases or short sentences. For example, **Even before I was done eating, I felt very full.**

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Record yourself or students reading each of the sight words. Encourage students to use the recording to practice identifying word cards or writing the words.
- Help students come up with oral sentences for each of the sight words. Challenge them, if appropriate, to create sentences that contain two or more sight words.
- Have students illustrate each sight word card to use as story prompts or conversation starters. Create an audio recording, and have students point to each word card as they listen to the recorded story or conversation.

*Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with **Lexia Skill Builders®**.*

Sight Words

Level 10

full

light

people

today

try

hurt

only

purple

own

grow

watch

about

done

seven

eight

water

laugh

want

warm

their

Note: These bolded letter patterns may cause confusion.



a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z



Description

This lesson is designed to help students identify common suffixes and understand that suffixes can change the meaning or form of a base word. The ability to identify suffixes serves as a foundation for understanding the most common spelling rules and thinking about the structure of words (prefix, root/base word, suffix).

TEACHER TIPS

This lesson teaches suffixes using suffixes **-s** and **-es**. Use the same sequence to give students practice with other suffixes (listed in the Adaptations section).

PREPARATION/MATERIALS

- A piece of lined paper (for students)

Direct Instruction

say Today, we are going to learn about **suffixes**. Suffixes are word parts that can be added to the end of a base word to change the meaning slightly.

Display the word **cup**.

say This word is **cup**. I can use the word in the sentence "There is a **cup**," and I know it means there is only one cup. But, I can add the suffix **-s** to the end of the word **cup**, and that will mean there is more than one cup.

Add an **s** to the end of the word to make **cups**.

say So now I can use this word in the sentence "There are two **cups**." The **-s** at the end changes the meaning of the word **cup**. It makes it plural, which means more than one.

Find an object in the room that can be made plural by adding **-s** (e.g., **desk**, **pencil**, or **book**). Name the object using the base word; then model adding the suffix **-s** as above.

Display the plural word for the object, and use the following procedure to model how to identify the suffix.

say First, I look to see if there is a suffix **-s** at the end of the word. I circle it. Next, I underline the base word. Finally, I write the suffix **-s** next to the word.

Repeat this procedure using the suffix **-es**. Possible objects include **watch**, **compass**, **bench**.

Then, write the suffix **-s** above the words that end in **-s**. Write the suffix **-es** above the words that end in **-es**.

say The suffixes **-s** and **-es** can be added to base words to change their meaning slightly. Both **-s** and **-es** make a base word plural, meaning more than one. We use the suffix **-s** to make most words plural. We use the suffix **-es** when a base word ends with the letters **ch**, **sh**, **tch**, **ss**, **x**, or **z**.

Guided Practice

 *Let's do some examples together.*

Have students name more objects in the classroom. Ask students to name the object first; then have them say the plural form of the word by adding **-s** or **-es**.


Write the plural form of each object on the board. Have students take turns finding and circling the suffix, underlining the base word, and writing **-s** or **-es** next to the word. Finally, draw two columns on the board, and have students sort the words by writing them in the correct columns for suffix **-s** or **-es**.

Note: It may be challenging for students to name objects that will end in **-es**. Remind them that the base word should end with the letters **ch, sh, tch, ss, x, and z** and suggest that they might have to think of objects outside of the classroom.

Independent Application

Write these six words on the board: **cars, animals, beaches, coaches, bugs, kisses**.





Have students work independently or in pairs. Distribute lined paper, and have students list the words on separate lines, numbered one through six.

 *Let's see if you can find the suffix in these words on your own. Remember to circle the suffix, underline the base word, and then write the suffix next to the word.*

Monitor as students work independently, and provide assistance as needed. Have students share their answers by taking turns putting these six words into the appropriate columns from Guided Practice on the board.

Wrap-up

Check students' understanding.



-  *What is a suffix? (Students should use complete sentences to explain that a suffix is a word part at the end of a base word that changes its meaning slightly.)*
-  *What does the suffix **-s** do to a word? (makes it plural)*
-  *What does the suffix **-es** do to a word? (makes it plural)*
-  *How do you know when to use **-es** instead of **-s** to make a base word plural? (The letters at the end of the base word indicate which suffix to use.)*

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

For students who are struggling to identify suffixes as an ending on the base word, you can use visual cues to support the lesson.

- Write the base word on an index card, and cut the right side of the card into a puzzle piece shape (like this: .
- Write the suffix **-s** on a separate card, and cut the left side of that card into a matching puzzle piece shape (like this: .

- Take turns with students matching the suffix puzzle piece to the end of the base words.
- When students are ready, you can add additional suffixes (**-es**, **-ing**, **-er**, **-est**) as new puzzle pieces.

FOR STUDENTS READY TO MOVE ON

If students are ready, continue with the suffixes **-ing**, **-er**, **-est**. Repeat the instructional procedure in the lesson using these suffixes and providing the following examples:

- The suffix **-ing** is added to a word when we want to say something is happening now. Possible examples: **jumping**, **sitting**, **talking**, **eating**

- The suffixes **-er** and **-est** are used to compare things; **-er** is used for two things, and **-est** is used for more than two. Collect three pencils of different lengths. Show one pencil and say, "This pencil is **big**." Show the slightly bigger one and say, "But this pencil is **bigger**." Finally show the biggest pencil and say, "This pencil is the **biggest**." Then, have students find items in the room and compare them using **-er** and **-est**.



Description

This lesson is designed to teach students to identify the three sounds (/ed/, /d/, /t/) of the suffix **-ed**. Students should understand that the suffix **-ed** indicates the past tense of a word and also apply their knowledge of the three sounds when spelling words with the suffix **-ed**.

TEACHER TIPS

Before teaching the three sounds of the suffix **-ed**, it is important that students understand what a suffix is and can identify simple suffixes. Use the Warm-up activity to determine students' understanding of these concepts. For students who struggle, refer to the Lexia Lesson for *Suffixes* (Level 10).


PREPARATION/MATERIALS

- Index cards (for students)

Warm-up


 *Listen carefully to these words, and tell me what they all have in common.*

Display the words **resting**, **spelling**, **jumping**, and read them aloud.

 *Who can tell me what these words have in common? (They all end in **-ing**; have a suffix; are verbs.) These words all end in **-ing**. What does **-ing** tell us about a word? (that something is happening now) What do we call something that we add to the end of a word to change the meaning slightly? (suffix)*


 *Now let's look at these words.*

Display the words **tested**, **ended**, **painted**, and read them aloud.

 *What do these words have in common? (They all end in suffix **-ed**.) What does **-ed** tell us about a word? (that something has already happened; past tense)*

Use student responses to determine whether you move on to Direct Instruction or provide additional instruction using another Lexia Lesson as described in the Teacher Tips.

Direct Instruction

 *Today we are going to focus on the suffix **-ed**. If I say, "I baked a cake," you know that the cake is already made. Now, there is something really interesting about this suffix **-ed**. It always means something has happened, and it is always spelled **ed**, but there are three ways to pronounce this suffix.*

Draw three columns on the board or a piece of paper. Display the words **rented**, **sailed**, **jumped**, and read them aloud, stressing the sound of the suffix **-ed** in each word.

 *Listen again to this word, **rented**. When I say **rented**, the suffix **-ed** sounds like /ed/.*


Write /ed/ above the first column, and place or write the word **rented** in that column. As you create these column headings, you may need to explain to students that the slash marks around the letters are used to indicate the sound of the letter(s) and not the letter name.

 Now listen to this word, **sailed**. When I say **sailed**, the suffix **-ed** sounds like /d/.

Write /d/ above the second column, and place or write the word **sailed** in that column.

 Listen to this last word, **jumped**. When I say **jumped**, the suffix **-ed** sounds like /t/.


Write /t/ above the third column, and place or write the word **jumped** in that column.

 How many sounds are there for the suffix **-ed**? (three) That's right, there are three different ways to pronounce the suffix **-ed**. It can sound like /ed/, /d/, or /t/.

Guided Practice

 Let's see if you can hear the different sounds of **-ed**.

Hand each student three index cards. Ask them to write /ed/ on one, /d/ on one, and /t/ on one.


 I am going to say a word. I want you to repeat the word and listen carefully to the sound of the suffix **-ed** at the end of each word as you say it. When you know what sound the **-ed** makes, hold up the card that shows that sound.

Say each word while stressing the sound of the suffix **-ed**. Suggested words: **hunted** (/ed/), **filmed** (/d/), **helped** (/t/), **asked** (/t/), **added** (/ed/), **smelled** (/d/).


If students need additional practice before moving on to Independent Application, continue this procedure using words from the lists at the end of this lesson.

Independent Application

Have students work independently or in pairs. Give students a piece of paper, and ask them to create three columns using the model from Direct Instruction. Have students write the three sounds of the suffix **-ed** as the headings for the three columns.

 Now you are going to read some words and decide which sound of **-ed** you heard at the end. Then you will write the word under the correct heading.

Select words from the lists at the end of this lesson to display on the board. Be sure to write or display the words in a mixed-up order. Have students read and sort the words into the three columns they have created.

 Let's do the first one together. This word is **shifted**. What does the suffix **-ed** say at the end of this word? (/ed/) Good. Now write **shifted** in the column headed /ed/.

Have students read and sort the rest of the words on the board. Ask students to share their answers and explain to the group how they determined the correct category.

Wrap-up

Check students' understanding.

say How many sounds does the suffix **-ed** make? (three) Tell me about the three sounds of **-ed**. (Students should use complete sentences to explain that the suffix **-ed** can make the sounds /ed/, /d/, or /t/ at the end of a word. Students may also explain that they need to listen carefully to the end of a word to understand its meaning and know how to spell it.)

Use students' responses to guide your choice of activities in the Adaptations section below.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

For students who struggle to discriminate the specific sounds of the **-ed** suffix, you can provide additional practice by dividing the words in this lesson into base word and suffix.

- Write the base word on the board.
- Read the base word with the students and then add the suffix **-ed**.

- Read the word as a whole. Stress the sound of the suffix **-ed**. Ask students to repeat the word and say the sound they hear **-ed** making. For example,

rent + ed = rented /ed/

sail + ed = sailed /d/

jump + ed = jumped /t/

FOR STUDENTS READY TO MOVE ON

Option 1: Provide students with sentences that contain words with the suffix **-ed**. Have students underline the **-ed** words and write the sound of the **-ed** above the suffix. For example,

Tom ran, jump^{/t/}ed, and play^{/d/}ed in the yard.

Option 2: Give students a paper with three columns, one for each of the sounds of **-ed**.

Dictate **-ed** words to students. Have them write the words under the correct heading.

3 Sounds of -ed

/ed/

listed	dented
rented	scolded
floated	folded
landed	shouted
greeted	started

/d/

failed	waited
turned	burned
formed	harmed
farmed	twirled
whirled	charmed

/t/

marked	chirped
surfing	stuffed
cracked	packed
hooked	looked
licked	kicked

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with Lexia Skill Builders.®



Description

This lesson is designed to help students understand the importance of word order in sentences. By putting words in the correct sequence to build sentences, students make connections among words, phrases, and meaning.

TEACHER TIPS

The following steps present sentences with the same structure: subject-verb-object. You may want to extend the task by adding an adjective before the object to make a longer sentence. You can also add a prepositional phrase at the end.

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.


PREPARATION/MATERIALS

- For each student, prepare the picture and four sentence strips at the end of this lesson.
- Prepare cards or sticky notes with these words: **wish, a, I, made, cake, ate, my, Dad, the.**

Direct Instruction

Tell students to watch as you pretend to do something. Pantomime counting the candles on a birthday cake, making a wish, and blowing out the candles. Ask students for ideas about what you did.

Tell students that you want to make a sentence about what you just did. Display these words in a left-to-right row: **wish a I made.** Have students follow along as you read each word.

 *These words are not in the right order to make a sentence. A sentence must make sense when the words are read from left to right.*


Rearrange the words so that students can respond to different sequences.

 ***made a wish I.** Does that make sense? (no)*

 *What about **wish made I a?** (that doesn't make sense)*

 *I'll try **I wish a made.** (still doesn't make sense)*

 ***I made a wish.** Does that make sense? (yes)*

 *These words, **I made a wish,** make a sentence. When you write a sentence, it begins with a capital letter and ends with an end mark.*

Guided Practice

Choose four words at a time to display in mixed-up order, as shown below. Take turns with students arranging the words to form a complete sentence that makes sense. Have students copy each correctly arranged sentence to show a capital letter at the beginning and a period (full stop) at the end.

Words to display Sentences to make

cake made a Dad	Dad made a cake.
made wish my I	I made my wish.
the ate cake I	I ate the cake.
Dad ate cake the	Dad ate the cake.

Independent Application

Display the picture of the backyard.

Give students one sentence strip at a time with each word from the sentence strip cut apart to form separate word cards. Have students look at the picture and arrange each set of words to make a complete and meaningful sentence about something happening in the picture, as follows:

The pup dug holes.

A boy fed a bird.

He had a nap.

A girl saw a nest.

Have students copy each correctly arranged sentence to show a capital letter at the beginning and period (full stop) at the end. Encourage them to read their four sentences aloud as if describing the picture.

Wrap-up

Check students' understanding. Mix up and display the words from a lesson sentence for students to rearrange correctly and read aloud.

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson to display each sentence in two parts; for example, **I made** and **a wish**. Have students show the two parts in the correct order and read the sentence aloud.

Option 2: Modify the lesson by showing the words out of order and saying the sentence correctly. Have students match the word order to the sentence they heard.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson using longer sentences incorporating adjectives and prepositional phrases. For example,

- Dad made a big cake.
- The pup dug holes in the yard.
- He had a nap on the lawn.

Option 2: Using the picture from the lesson, make new sentences for students to build with students' observations of details. For example,

- A boy held a bag of seeds.
- Birds made a nest in the tree.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Provide a checklist that reinforces the key components of building sentences. For example:

- ☐ My sentence begins with a capital letter.
- ☐ My sentence makes sense from left to right.
- ☐ My sentence ends with an end mark.

- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.





1. holes the dug pup

2. a had He nap

3. bird a boy fed a

4. saw a nest girl a



Description

This lesson is designed to help students understand how a sentence is structured in two parts: the **subject** (the part that tells *who* or *what* the sentence is about) and the **predicate** (the part that tells *what* the subject did, does, or will do). As students learn to identify these parts, they improve their ability to look closely at the structure of sentences and identify phrases that expand the predicate to answer the questions *when, why, how, or where*.

TEACHER TIPS

Encourage students to use the terms **subject** and **predicate** when referring to sentence parts, to help them feel comfortable using these terms.


During discussions, remind students to listen to others, take turns, and speak in complete sentences. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

When we teach grammar, we are giving students the tools they need for academic success. The goal is not to replace a student's home language, dialect, or register, but to add to their linguistic toolkit.


PREPARATION/MATERIALS

- A copy of the 10 sentence strips at the end of the lesson
- Index cards


Direct Instruction

 *Today we are going to learn how sentences are put together.*


Choose one student in the group, and use his or her name in the sentence. For example, write and display this sentence: **Liz smiled.**

 *The first part of the sentence, **Liz**, tells us who the sentence is about. This part is called the **subject**.*

Draw a line under **Liz**.

 *The subject of this sentence is **Liz**.*

Point to **smiled**.

 *The other part of the sentence, **smiled**, tells us what Liz did. This part of the sentence is called the **predicate**.*


Draw two lines under **smiled**.

 *The predicate of this sentence is **smiled**.*


If students need additional instruction, repeat this activity using other student's names and simple actions.

Guided Practice


Display Sentence 1 and read it together: **The girl falls.**

 *This is a sentence. It starts with a capital letter and ends with a period (full stop). When we want to figure out the subject of a sentence, we ask, "Who or what is this sentence about?" When we look at this sentence, who or what is it about? (the girl)*


Draw a line under **The girl**.

 *Yes, **the girl** is the subject of this sentence. This is who the sentence is about. The rest of the sentence is the predicate. The predicate tells us what the subject is doing. What is the predicate in this sentence? (falls)*

Draw two lines under **falls**.


 *The subject of a sentence isn't always a person. Sometimes it can be an animal or a thing.*

Replace the words **The girl** with other words. For example, use **A cat** or **The cup**.

 *Now, what is the subject of this sentence? (a cat or the cup) What is the predicate in this sentence? (falls) Remember, the subject always tells who or what the sentence is about.*

Display Sentences 2-5, one at a time. For each sentence,


- Have students read it aloud.
- Alternate asking students to identify the subject or the predicate.
- If necessary, ask prompting questions. For subjects: *Who or what is the sentence about?*
For predicates: *What is the subject doing?*

 *Sometimes there is a word in the predicate that tells more about what the subject does. The word may answer the question **when, where, how, or why**.*


Display Sentence 6: **The kids yell loudly.**

 *What is the subject of this sentence? Who or what is this sentence about? (the kids)*

Draw one line under **The kids**.

 *What is the predicate of this sentence? What is this subject doing? (yelling loudly)*

Draw two lines under **yell loudly**.

 *Let's look at the two words in the predicate. Which word is the action word, **yell** or **loudly**? (yell) Yes, this word tells what the kids did. Which word tells how they yelled? (loudly) Yes, this word answers the question, "How did the students yell?"*

Point to each word in the sentence as you ask these questions.

 *Each of these words answers a different question: Who is the sentence about? (kids) What did the kids do? (yell) How did they do it? (loudly).*

For Sentences 7-10, use the procedure described above. For each sentence, ask students:

- Who or what is the sentence about?
- What is the subject doing?
- How (where, when, why) is the subject doing it?

Independent Application

Cut Sentences 1–5 into subject and predicate. Then,

- Shuffle the cards and give them to students. Working individually or in pairs, see how many sentences students can make.
- Tell students to raise their hands after they make a sentence. Verify that the sentence makes sense.
- Ask students to read their sentence aloud and then identify the subject and predicate.
- Have students continue until several sentences have been made and their parts identified.

Cut apart the rest of the sentences you used in the lesson, and focus on the predicates. Have students write the following words on index cards, one word per card: **when, where, how, why**. Then,

- Give students the predicates from the sentences that you cut apart.
- Have students circle the word (or words, if you used prepositional phrases in the lesson) that tells about the action word in each predicate.
- Ask students to match the circled word(s) with the index card for **when, where, how, or why**.

Wrap-up

Check students' understanding. Display one of the sentences from Sentences 6–10. Have students identify the subject and the predicate in the sentence. Then ask them **who, what, and when (where, how)** questions about the subject, verb, and adverb in the sentence.

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Work with simple sentences like sentences 1-5:

- Give each student an action to perform (e.g., wave, hop, jump, clap, point). Have students take turns performing the action.
- Ask students to identify who is doing the action. After they name the student, write the name on chart paper or a whiteboard.
- Ask students identify what this student is

doing. After they name the action, write it beside the student's name as a present-tense verb (e.g., waves, hops, jumps, etc.).

- Add a period (full stop).

 *You just made a sentence!*

Point to and identify the subject and the predicate. Then read the sentence together.

FOR STUDENTS READY TO MOVE ON

Display the following sentence starter:

The students work...

- Have the students read the sentence aloud.
- Ask students to generate an ending that answers at least two of the question words (*when, where, why, how*).

- Make a list of these possible endings.

Then, have the students identify what questions (*when, where, why, how*) their endings answered.

Prompt students to create additional endings if needed to answer all of the questions.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:

The subject is ____ . (Who?)

The subject is ____ . (What action?)

The subject is ____ . (How? Where? When? Why?)

- Use "think-alouds" to model how students can identify the subject and predicate in sentences in a variety of classroom contexts (e.g., discussing science concepts, presenting the daily schedule, talking about after-school activities).

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.



1. The girl falls.

2. Dogs bark.

3. Children play.

4. Flowers bloom.

5. Dad rakes.



6. The kids yell loudly.

7. Horses run fast.

8. The boy walked home.

9. Lunch starts at noon.

10. Gil runs up the hill.