

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 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.

Description

This lesson is designed to reinforce letter-sound correspondence for the two sounds of the letter **c**. Students already know the /k/ sound, as in **cat**, which is often called the hard sound for **c**. In this lesson, they are introduced to the soft sound for **c**, /s/, as in the word **circle**.

TEACHER TIPS


When you pronounce the hard sound for **c**, /k/, in isolation, try not to add a vowel sound. Try to say /k/ rather than **kuh**. When you pronounce the soft sound for **c**, /s/, stretch out the sound (**sss**) so students have more time to hear it.

If you wish to extend the lesson with more soft **c** words, see the lists at very end of the lesson.


PREPARATION/MATERIALS

- Keyword Image Card for **c** (for display)
- The following lowercase letters on sticky notes: **l, pl, tr, r, pr, sl** (for display)
- Copies of the word cards at the end of this lesson (for students)


Direct Instruction

 *Today we're going to work with the two sounds that the letter **c** can make. We'll start with the sound you know.*


Display the Keyword Image Card for **c**. Point to the cat.

 *In the word **cat**, the letter **c** makes the sound /k/. The word **cat** begins with the letters **c-a**. I'm going to show you more words that begin with **c-a**.*


Display the word cards for **cap, cane, car**, and have students read them. Point to the first two letters in all these words.

 *When the letter **c** is followed by the letter **a**, it makes the sound /k/. This is called the **hard c** sound.*


Follow the same procedure for **c-o** (using the word cards for **coat, corn, and cone**) and **c-u** (using **cub, curl, and cup**).

 *When the letter **c** is followed by **a, o, or u**, it makes the sound /k/, as in **cat, corn, and cup**.*

Display the word card for **crab**.

 *When the letter **c** is not followed by a vowel, it also makes the hard sound, /k/.*


Point to **crab**.

 *In the word **crab**, the **c** is followed by a consonant, **r**, so it makes the hard sound /k/.*


Draw a circle.

 This is a circle. Listen for the first sound in the word **circle**: /s/ ircle. What's the first sound?


Display the word **circle**.

 This how you spell circle, **c-i-r-c-l-e**. The letter **c** can make two sounds, /k/ and /s/. Let's look at some other words where the letter **c** makes the /s/ sound.

Display the card for **cell**. Read the word, and have students identify the initial sound and the initial letter that makes that sound. (/s/, **c**) Do the same for **city**.

 When the letter **c** comes before **e** or **i**, it usually spells the sound /s/, like **cell** and **city**. This is called the **soft c** sound.

Display the word card for **ace**.


 You know now that when **c** comes before **e**, it usually makes the sound /s/, as in **cell**, **c-e-l-l**. This word is /ā/ /s/, **ace**. Even though the **e** is silent in this word, the **c** still makes the /s/ sound.

Have students read the word **ace**.

You may also want to display, spell, and read the words **cymbal** and **fancy**, pointing out **c-y**. Have students listen for the sound **c** makes before **y** (/s/), and add **c** followed by a **y** to the statement above.

Guided Practice

Display **ace** again.

 Let's build more words that end with **a-c-e**.

Use sticky notes to do the following:

- Put an **l** at the beginning to make **lace**. Read the word together.
- Add a **p** in front to make **place**. Read the word together.
- Replace **pl** with **tr** to spell **trace**. Read the word together.

Follow a similar procedure with the **ice** card, building the words **rice**, **price**, and **slice**.

Shuffle all the word cards together. Display one card at a time. Have students identify the vowel that follows **c** and remind them of the rule they learned: **c** before **a**, **o**, or **u** = /k/; **c** before **e** or **i** (and **y**, if you added it earlier) = /s/. Decide together whether **c** makes the sound /k/ or /s/ in the word. Then, read the word together.

Independent Application




Have students work independently or in pairs. Have them identify the sound **c** makes before **a**, **o**, or **u**. (Use the words **cat**, **cot**, and **cut** to remind them, if necessary.) Have them identify the sound **c** makes before **e**, **i**, or **y**. (Use the words **cell**, **city**, and **cymbal** to remind them, if necessary.)

Give students a set of shuffled word cards using the word cards from the end of the lesson. Have them sort the words by the sound that **c** makes. When they are done, have them read each word and identify the sound that **c** makes, either /k/ or /s/.

Shuffle the cards again. Display three at a time, a mix of hard and soft **c** words. Name a word on one of the cards, and have students point out the matching card, reading this word and identifying the sound that **c** makes. Continue for a few rounds, and then increase the number of cards to four.

Wrap-up

Check students' understanding.

-  *What two sounds can the letter **c** make? (/k/ and /s/)*
-  *Which sound does **c** make when it comes before **a**, **o**, or **u**? (/k/)*
-  *What sound does **g** usually make when it comes before **e**, **i**, or **y**? (/s/)*

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Use the word cards to give students more practice with the two sounds for **c**:

Begin with **c** /k/ words.

Say the word and have students echo you.

Identify the sound that **c** makes in the word, and underline the vowel (or consonant) that follows the **c**: **c** says /k/ before the vowels **a**, **o**, and **u** or before a consonant

Cycle through the cards until students can read the words and identify the **c** sound on their own. Do the same with the **c** /s/ words.

Combine and shuffle the word cards, and run through them until students can read the words and identify both of the **c** sounds on their own.

Option 2: Create word cards for the following words, underlining c and the letter that follows it:

cap, card, cave, cat, came

cell, face, nice, twice

cinch, cider, city

coin, cold, cow, corn, cot

cub, curl, cut, cuff

Shuffle the cards. Display and read each word, and have students echo you. Put all the **c-a** words in one column, the **c-e** in another, and so on. Then, work on one column at a time.

Read a word and have students listen for and identify the sound that **c** makes.

When you finish a column, point out which sound of **c** goes with each **c** + vowel. Then, have students read each word.

FOR STUDENTS READY TO MOVE ON

Option 1: Use the two-syllable words at the end of the lesson—words with a soft **c** in either the first or second syllable and words in which one **c** makes the hard sound and the other makes the soft sound. Have students determine what sound the **c** makes and then read the word. Discuss the meanings of these words, and have students use them in oral sentences.

Option 2: Give students an index card with one of these phrases written on it: **fancy pencil, circus princess, fierce cyclone, or juice source**. Have students read the phrase aloud, discuss what each word means, and say what the phrase might mean. Then have them illustrate their phrase, writing it as a caption for their picture. Ask students to share and explain their pictures.

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®**.

Soft c Words

One-Syllable Words

Initial C and CVCe

cease
cell
cinch

ace
brace
face
grace
lace
place
race
space
trace

dice
ice
lice
mice
nice
price
rice
slice
spice
twice
spruce
truce

CVVC (C)e and r-Controlled

bounce
choice
fleece
juice
niece
ounce
peace
piece
pounce
sauce
voice

fierce
force
pierce
scarce
source

Two-Syllable Words

In First or Second Syllables

cellar
cement
central
cider
city
cymbal
cypress

bracelet
decent
except
fancy
mercy
pencil
princess
recent
stencil

absence
advice
announce
pronounce
sentence
silence

Words with Both Sounds for c

accept
cancel
circle
circus
concept
concert
convince
cycle
cyclist
cyclone
success



c



cap

coat

curl



city

crab

ice

cell

cane

ace



corn

cub

circle

car

cone

cup



Description

This lesson is designed to reinforce letter-sound correspondence for the two sounds of the letter **g**. Students already know the /g/ sound, as in **game**, which is often called the hard sound for **g**. In this lesson, they are introduced to the soft sound for **g**, /j/, as in the word **germ**.

TEACHER TIPS


When you pronounce the hard or soft sound for **g** in isolation, try not to add a vowel sound. Try to say /g/ rather than *guh* and /j/ rather than *juh*. Note that some very common words such as *girl*, *give*, or *gift* do not follow the soft **g** before **i** rule.

If you wish to extend the lesson with more soft **g** words, see the lists at very end of the lesson.


PREPARATION/MATERIALS

- Keyword Image Card for **g** (for display)
- Copies of the word cards at the end of this lesson (for students)
- The following lowercase letters on sticky notes: **c, p, s, st, hu, lar, char** (for display)

Direct Instruction

 *Today we're going to work with the two sounds that the letter **g** can make. We'll start with the sound you know.*


Display the word **goat**.

 *In the word **goat**, the letter **g** makes the sound /g/. The word **goat** begins with the letters **g-o**. I'm going to show you more words that begin with **g-o**.*


Display the word cards for **got**, **gold**, and **good**, and have students read them. Point to the first two letters in all these words.

 *When the letter **g** is followed by the letter **o**, it makes the sound /g/. This is called the **hard g** sound.*


Follow the same procedure for **g-a** (using the word cards for **gas**, **gate**, and **gain**) and **g-u** (using **gull**, **gum**, and **gulp**). Have students identify the first two letters in each set.

 *When the letter **g** is followed by **o, a, or u**, it makes the sound /g/, as in **goat**, **gate**, and **gulp**.*

Display the word card for **glad**.

 *When the letter **g** is not followed by a vowel, it also makes the hard sound /g/.*


Point to **glad**.

 *In the word **glad**, the **g** is followed by a consonant, **l**, so it makes the hard sound /k/.*


Display the Keyword Image Card for **g**, but with the word covered up.

 *This is a picture of a gem. Listen for the first sound in the word **gem**: /j/ **em**. What's the first sound?*


Uncover the word **gem**.

 *This is how you spell gem, **g-e-m**. The letter **g** can make two sounds, /g/ and /j/. Let's look at some other words where the letter **g** makes the /j/ sound.*

Display the card for **giant**. Read the word, and have students identify the initial sound (/j/) and the letter that makes that sound (/j/, **g**). Do the same for **germ** and **gym**.

 *When the letter **g** is followed by **e**, **i**, or **y**, it usually makes the sound /j/ sound. This is called the **soft g** sound.*

Display the word card for **age**.

 *You know now that when **g** comes before **e**, it usually makes the sound /j/, as in gem and germ. This word is /ā/ /j/, **age**. Even though the **e** is silent in this word, the **g** still makes the /j/ sound.*

Have students read the word **age**.

Guided Practice

Display **age** again.

 *Let's build more words that end with **a-g-e**.*

Use sticky notes to do the following:

- Put a **c** at the beginning of **age** to make **cage**. Read the word together.
- Follow a similar procedure with the words **page**, **sage**, and **stage**.

Cover up the **a** on the **age** card.

 *Let's build some other words that end with /j/ spelled **g-e**.*

Use sticky notes to spell **huge**, **large**, and **charge**. For each word you spell, do the following:

- Read it with students.
- Have students identify the final sound in each word. Then, have them identify the letters that make this sound.

Shuffle all the word cards together. Display one card at a time. Have students identify the vowel that follows **g** and remind them of the rule they learned: **g** before **a**, **o**, or **u** = /g/; **g** before **e**, **i**, or **y**, usually = /j/. Decide together whether **g** makes the sound /g/ or /j/ in the word. Then, read the word together.

Independent Application




Have students work independently or in pairs. Have them identify the sound **g** makes before **a**, **o**, or **u**. (Use the words **gas**, **got**, and **gum** to remind them, if necessary.) Have them identify the sound **g** usually makes before **e**, **i**, or **y**. (Use the words **gem**, **giant**, and **gym** to remind them, if necessary.)

Give students a set of shuffled word cards using the word cards from the end of the lesson. Have them sort the words by the sound that **g** makes. When they are done, have them read each word and identify the sound that **g** makes, either /g/ or /j/.

Shuffle the cards again. Display three at a time, a mix of hard and soft **g** words. Name a word on one of the cards, and have students point out the matching card, reading this word and identifying the sound that **g** makes. Continue for a few rounds, and then increase the number of cards to four.

Wrap-up

Check students' understanding.

-  *What two sounds can the letter **g** make? (/g/ and /j/)*
-  *Which sound does **g** make when it comes before **a**, **o**, or **u**? (/g/)*
-  *What sound does **g** usually make when it comes before **e**, **i**, or **y**? (/j/)*

Based on the completeness and accuracy of students' responses, choose an appropriate activity from the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Use the word cards to give students more practice with the two sounds for **g**:

Begin with the **g** /g/ words.

Say the word and have students echo you.

Identify the sound that **g** makes in the word, and underline the vowel/consonant that follows the **g**. Have students repeat the rule after you: **g** says /g/ before the vowels **a**, **o**, and **u** or before a consonant.

Cycle through the cards until students can read the words and identify the **g** sounds on their own.

Do the same with the **g** /j/ cards.

Option 2: Combine and shuffle the word cards, and run through them until students can read the words and identify both of the **g** sounds on their own.

FOR STUDENTS READY TO MOVE ON

Option 1: Ask students to brainstorm words that fit in a particular word family (do not elicit two-syllable words, but accept them if students name appropriate ones):

-ange (e.g., change, mange, range, strange; arrange, exchange)

-arge (e.g., barge, charge, large; discharge, recharge)

Help students spell the words and then discuss meaning. You may want to ask students to use these words in oral sentences.

Option 2: Write the word **gent** on an index card with room on either side for students to add syllables. Write these syllables on separate sticky notes: **ur**, **a**, and **le**. Have students create a word with each word part, trying it before or after **gent** (**urgent**, **agent**, **gentle**). Once they have made a word, read the word together and discuss meaning.

Option 3: Display these two-syllable words: **gerbil**, **giraffe**, **giant**, **gymnast**, **magic**, **danger**, **ranger**, **stranger**. Read the words with students and discuss meaning. Then have them take turns picking one of these words and creating a clue for it. For example, "You use this word for someone you don't know." (stranger)

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®**.

Soft g Words

Initial g and CVCe Words

gel	age
gem	cage
gene	page
gent	rage
germ	sage
gym	stage
	wage
	huge

CVCCe Words

change
range
strange

fringe
hinge
singe

lounge

grunge
lunge
plunge

barge
charge
large
urge

Two-Syllable Words

gentle	agent
gerbil	angel
German	arrange
gesture	budget
giant	danger
ginger	digest
giraffe	dingy
gymnast	exchange
gypsy	fidget
gyrate	manger
	mangy
	ranger
	squeegee
	stingy
	stranger

Words With Both g Sounds

gadget
gigantic
suggest



gum

gulp

goat

gold

good

gull



gold

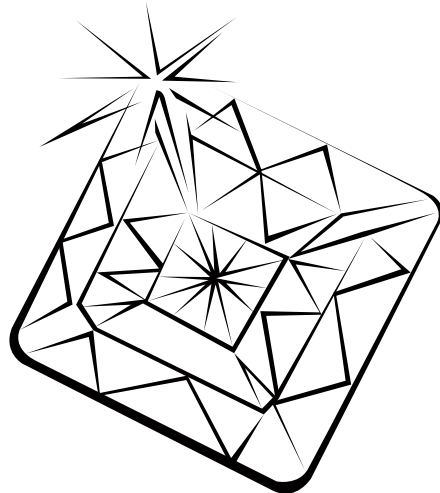
glad

got

germ

gym

giant



gem

age

gas

gate

gain



Description

This lesson is designed to teach students how to read two-syllable words that have two consonants between the syllables such as *sun/set* or *com/bine*. These words contain the vowel-consonant-consonant-vowel (vccv) letter pattern and are divided between the two consonants. Knowledge of syllable division rules is important for reading unfamiliar words with two or more syllables.

TEACHER TIPS:


In this lesson, the first syllable in each word is a closed syllable and the second is either a closed or a Silent e syllable. Before teaching students how to divide these kinds of words into syllables, it is important to review the vowel sounds that closed and Silent e syllables make. Closed syllables have a vowel followed by one or more consonants, and the vowel sound is short (e.g., *it, imp, shrimp*). Silent e syllables have a vowel followed by a consonant and a Silent e, and the vowel sound is long (e.g., *eve, throne*). In the Adaptations section at the end of the lesson, suggestions for including other syllable types are offered.

PREPARATION/MATERIALS:


- Cards with words **nap** and **kin**
- Activity sheet from the end of the lesson

Warm-up


Display the words **slip** and **time**. Point to the word **slip**.

 *What is this word? (slip) What is the vowel sound in slip? (ĭ) That's right, it says /i/ as in igloo. It's a short vowel sound because slip is in a closed syllable. A closed syllable ends in one or more consonants and the vowel is short.*


Point to the word **time**.

 *What is this word? (time) What is the vowel sound in time? (ī) Does the vowel say its name? (yes) The vowel sound says its name or its long sound because there is a Silent e at the end of the word. This word has two vowels but only one vowel sound.*

Direct Instruction

 *Today we are going to divide words into syllables to make them easier to read and spell.*

Display the cards **nap** and **kin**, and have students read each one. Then place them together to form the word **napkin**.

 *We know there are two syllables in this word because we just joined them together. These syllables, **nap** and **kin**, are closed syllables and have a short vowel sound. Every syllable has to have just one vowel sound.*

Display the word **mascot**.

- Let me show you how to read longer words when we do not know the individual syllables. Since every syllable has one vowel sound, the first step is to find the vowels and put a dot under them. Now we know that this word has two syllables because it has two vowel sounds.

m a s c o t

- The second step is to look at the consonants between the vowels. Look only at the consonants between the vowels.

m a s c o t

- This is a special letter pattern, vowel-consonant-consonant-vowel, or vccv. When we have this pattern, with two consonants together, we divide the word between the two consonants.

Point to each letter as you name the pattern. Draw a line between the consonants.

m a s | c o t

- Now we have two syllables. The first syllable is a closed syllable, so the vowel sound is short. Make a short vowel mark above the a. Let's read the first syllable. (mas) The second syllable is also closed, so it also has a short sound. Make a short vowel mark above the o. Let's read the second syllable. (cot) If we put these two syllables together, we get the word **mascot**.

Discuss the meaning of the word. Then, display the word **stampede**.

- This word ends in a Silent e, so I am going to cross out this e because it does not make a sound. Now we are going to divide this word into syllables. First I find the vowels that make a sound and put a dot under them.

s t a m p e d e

- The next step is to look at the consonants between the two vowels. I see two consonants so I will divide between them.

s t a m | p e d e

- The first syllable is closed, so the vowel will be short. The second syllable is a Silent e syllable, so the vowel sound is long.

Make a short vowel mark above the a. Make a long vowel mark above the e.

- Let's read the first syllable. (stam) Let's read the second syllable. (pede) What is the whole word? (stampede) Who knows what a stampede is? (A stampede is when a group of people or animals runs wild.)

- I just showed you how to divide two-syllable words that have two consonants between the vowels. That helps us find each syllable and blend them to make a word.

Guided Practice

Distribute the activity sheet found at the end of this lesson.

***say** Let's do some examples together. Notice that all the steps for dividing each word are at the top of the paper. Let's read them together. Review the steps with the students.*

Now look at the first word. What is the first step? Find the vowels and mark them with a dot.

Continue applying the steps with the students as you work together to divide and read the first two words. Check that students understand the meaning of the words they have just read.

Independent Application

Have students work independently.

***say** Now you do the rest of this sheet on your own. Remember it is important to follow all the steps written at the top of your paper. When you are finished, we will read the words and discuss their meanings. Let me know if you need help.*

Wrap-up

Check students' understanding.

***say** What did we learn today? (How to divide words into syllables.) What letter pattern did we learn about? (vccv) How do we divide words that have the vccv pattern? (between the two consonants)*

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: Use letter tiles to display vccv words, and have students put their index fingers on the vowels and move them slightly apart. Then have them count the consonants in between and manipulate the consonant tiles to separate the word into the two syllables. They can then decode each syllable and blend the syllables to make the word as they push the tiles back together.

Option 2: Modify the lesson by using words made up of two closed syllables. After students can divide these words into syllables, present two syllable words made up of closed and Silent e syllables. Finally, combine both types of two-syllable words for students to divide and read.

FOR STUDENTS READY TO MOVE ON

Option 1: Teach students how to divide words with three and sometimes four consonants in the middle. Usually these words divide after the first consonant, vc/ccv and vc/cccv. Explain that consonant digraphs, as in ath/lete, can never be split. Suggested words: instant, pilgrim, tantrum, children, explode, complete, gumdrop, transmit, hundred, construct

Option 2: Introduce two-syllable words that have two consonants in the middle and in which the first syllable is either closed, r-controlled, or a vowel team and the second syllable is either r-controlled, a vowel team, or open. Suggested words: number, hermit, wishful, mermaid, maintain, banjo, subway

Option 3: Introduce three-syllable words that have two consonants between the first and second syllables and the second and third syllables. Teach students that the pattern vc/cv is found twice in these words. Students must first look at the first two syllables and find the vc/cv pattern and divide the syllables. Then they must look at the second and third syllables and find the vc/cv pattern and divide the syllables. Suggested words: fantastic, assistant, Atlantic, forgetful, unhappy, September, disconnect

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®**.

Syllable Division VC/CV

STEPS FOR SYLLABLE DIVISION VC/CV

1. Find the vowels and mark them with a dot.
2. Count the consonants between the vowels.
3. If there are two consonants, divide between them. VC | CV
4. Mark the vowel sound and read the first syllable.
5. Mark the vowel sound and read the second syllable.
6. Blend the syllables together to read the whole word.

DIRECTIONS

Follow the 6 steps of syllable division for each word.

Be ready to read the words out loud when asked.

trumpet

complete

invade

insect

sunrise

pancake

bandit

invite

umpire

picnic

Write a sentence using one of the words above.



Description

This lesson is designed to teach students how to read two-syllable words that have only one consonant between the two syllables. These words contain the vowel-consonant-vowel (vcv) letter pattern. Students will learn that this middle consonant frequently goes with the second syllable, but it can also go with the first. Knowledge of syllable division rules is important for reading unfamiliar words with two or more syllables.

TEACHER TIPS

This lesson will focus only on words made up of closed and open syllables. Before teaching students how to divide two-syllable words that follow the vcv pattern, they must be able to identify the vowel sounds in closed and open syllables. Closed syllables have a vowel followed by a consonant and the vowel sound is short (bet). Open syllables end with a vowel and the vowel sound is long (be). In the Adaptations section at the end of the lesson, suggestions for including other syllable types are offered.


In this lesson students will learn that two-syllable words containing the vcv letter pattern can be divided in two ways. The more common division pattern is that the middle consonant goes with the second vowel (v/cv), as in the word hu/man. However, the consonant can also go with the first vowel (vc/v), as in the word lim/it. As there are two possibilities, students must be able to shift from one pattern to the next until they get a word they know.

PREPARATION/MATERIALS


- Sticky notes (6 for the teacher and 6 for each student)

Warm-up

Display the words **top** and **he**. Point to the word **top**.

 *What is this word? (top) What is the vowel sound in top? (o) That's right, o says /o/, as in octopus. It's a short vowel sound because **top** is a closed syllable. A closed syllable ends in one or more consonants, and the vowel is short.*

Point to the word **he**.


 *What is this word? (he) What is the vowel sound in he? (long e) That's right, e says its name. It's a long vowel sound because **he** is an open syllable. An open syllable ends in a vowel, and the vowel is long.*

Display the headings **closed syllable short vowel**, **open syllable long vowel**. Point to the word **top**, and ask which heading you should put this word under? (closed syllable short vowel) Where should I put the word **he**? (open syllable long vowel)


Give each student a set of the word cards and ask them to sort the words into closed short vowel syllables and open long vowel syllables.

When students are finished, ask them to read the closed syllables, then the open syllables.

Direct Instruction

 *Today we are going to divide words into syllables to make them easier to read and spell. We are going to learn how to read two-syllable words that have a vowel followed by one consonant and then another vowel—words like **pilot**.*


Display the word **pilot**.

 *What are the vowels in this word? (i and o) I'm going to put a dot under the vowels. How many consonants come between the vowels? (one)*


Point to the **l**.

*You have just found the pattern in the word **pilot**. It is vowel-consonant-vowel, or vcv pattern.*


Point to each letter as you say vcv.

 *Now here's the problem. How are we going to divide this word into syllables when there is only one consonant? Watch me. I'm going to write **pilot** using three sticky notes.*


Write **pi** on one sticky note close to the right edge, write **l** on a second note, and write **ot** on the third note close to the left edge. Write large enough for students to see.

 *I have to decide which syllable the consonant **l** is going to go with. I will have to experiment. Let's try putting the **l** with **p-i**.*


Place the **pi** and **l** close together.

 *This makes the closed syllable **pil**. If we combine **pil** and **ot**, we get **pil ot**. That's not a word we know. So let's move the **l** to the second syllable.*

Move the **l** sticky note to in front of **ot**.

 *The first syllable is open. It says **pi** and the second syllable is **lot**. If we put those two together, we get **pi lot**. Do you know a word **pilot**? (yes) That's right, a pilot flies a plane. The word **pilot** has a vcv pattern, and it is divided v/cv. This is the most common way to divide words with the vcv pattern.*


Display the word **camel**.

 *Now let's look at a second word, **camel**. What are the vowels in this word? (a and e) I am going to place a dot under the vowels.*

c a m e l

 *Camel also has the pattern vcv, so we have to decide on which side the **m** goes.*

Take three sticky notes and write **ca** on one, **m** on a second, and **el** on a third.


 *Usually the consonant goes with the second syllable. Let's try putting the **m** with **el**. What does the first syllable c-a say?(cā) How do we read the second syllable?(mēl) If we put **ca** and **mēl** together, what word do we make? (ca mēl) Do you know the word **ca mēl**? (no)*

*Let's try it the other way. Put the **m** with the **ca** to make **cam**. This would be **camel**. Is that a word you know? (yes) What is a camel? (an animal that has a hump and lives in the desert)*


*Good, the word **camel** has the vcv syllable division pattern. When we have a word with the vcv pattern, we have to remember to shift where we divide it until we get a word we know.*

Guided Practice

Distribute the activity sheet found at the end of this lesson.

 *Let's do some more examples together.*


Read the directions with the students. Do not read the first word out loud, but tell students to look at the first example (*pedal*) and find the pattern. Then have students try dividing the word after the first vowel.

 *What does the first syllable say? (pe) What does the second syllable say? (dal) Do you know the word **pe dal**? (no) Let's try dividing after the consonant. So the first syllable would be **ped**, and the second syllable would be **al**. Do you know a word **ped al**? (yes)*

Write **ped** in the first column and **al** in the second.

Independent Application


Have students work independently.

 *Now you do the rest of this sheet on your own. Be sure to follow all the steps listed at the top of the sheet. When you are finished, we will read the words and discuss their meanings. Let me know if you need help.*

Have students continue with the other words on the activity sheet.

Wrap-up

Check students' understanding.

 *What did we learn today? (how to divide words with one consonant between two vowels into syllables) What did we learn about the syllable division pattern vcv? (It can be divided in two ways: v/cv or vc/v.) Which way is more common? (v/cv)*

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by presenting only words that divide after the first vowel, v/ cv, and contain an open syllable and a closed syllable. Suggested words: **tulip, open, final, robot, pupil, student, vacant, unit, rival, even**

When students have learned that division pattern, then present only words that divide with the vc/v pattern. Suggested words: **seven, finish, radish, rapid, panic, cabin, tenant, panel, visit, level**

Option 2: Have students combine both patterns and divide the words correctly. Use letter tiles to display the words so students can put their index fingers on the vowels and move them slightly apart. Then have them manipulate the middle consonant tile to separate the word into the two syllables, first creating an open first syllable.

Students can then decode each syllable and blend the syllables back together to see if they have created a real word. If not, they should move the middle tile to the end of the first syllable to create a closed syllable. Suggested words: **tulip, comic, atom, habit, punish, music, even, local**

FOR STUDENTS READY TO MOVE ON

Option 1: Present two-syllable words with different syllable types, such as r-controlled and Silent e words. Suggested words: **shiver, tremor, major, crater, tonic, volume**

Option 2: Present three-syllable words that have both the vcv pattern and vccv pattern. Suggested words: **October, opponent, torpedo, rivalry, novelty, demonstrate, volcano, octopus, computer, acrobat**

Syllable Division V/CV and VC/V

DIRECTIONS FOR V/VC AND VC/V SYLLABLE DIVISION

1. Put a dot under each vowel to find the pattern.
2. First try putting the middle consonant with the second syllable. If that does not make a real word, try putting the consonant with the first syllable.
3. Make sure the word you get is a real word.
4. Write each syllable under the correct column.
5. Read the whole word.

Word	1st Syllable	2nd Syllable
pedal		
tulip		
humid		
hero		
denim		
planet		
robot		
closet		
judo		
tenant		



Description

This lesson is designed to teach students how to spell certain one-syllable words ending in /f/, /l/, /s/, or /z/. The **FLSZ Rule** states that when a one-syllable word has a short vowel sound and ends in one of those four consonant sounds, the final consonant is usually doubled. This rule helps students to spell words that cannot be spelled exactly as they sound.

TEACHER TIPS

Students must be able to identify the final sound in a one-syllable word. Use the Warm-up to confirm that this skill is in place before introducing the rule. During the lesson, students should be able to view the FLSZ Rule for reference.

PREPARATION/MATERIALS

- Index cards or sticky notes (for students)

Warm-up

Hand each student four cards or sticky notes.

***say** I am going to say four sounds, one at a time, and I want you to write the letter that goes with each sound on these cards.*

Dictate **/f/**, then **/l/**, then **/s/**, then **/z/**. Ask students to read back the sounds of each letter.

Now I am going to say some words. Listen for the ending sound. Hold up the card that shows the sound you hear.

Dictate **spill, buff, miss, jazz, grass, hill, puff, mill, pass, cliff, whizz**. If students struggle with this task, provide more examples before moving on to Direct Instruction.

Direct Instruction

***say** We're going to learn the spelling rule for one-syllable words that end with the sounds /f/, /l/, /s/, or /z/.*

Display the following words: **staff, smell, toss, fuzz**.

There is something interesting about words with one syllable, with a short vowel, and that end in the sounds /f/, /l/, /s/, or /z/. When we write them, we double the final letter.

Read the words aloud to students and underline the final two letters in each word.

*All of these words have one syllable, a short vowel sound, and end in double consonants ff, ll, ss, zz. The spelling rule for these words is called the **FLSZ Rule**.*

Display and read aloud the FLSZ Rule:

When a one-syllable word has a short vowel sound and ends in /f/, /l/, /s/, or /z/, the final consonant letter is usually doubled.

Guided Practice

Display four columns with four headings for the sounds /f/, /l/, /s/, and /z/.

 *Let's spell some words together using the **FLSZ Rule**.*

Dictate **fizz, cross, stuff, spill, thrill, dress, cuff, whizz**. For each word, ask students,

1. What is the sound you hear at the end of this word?
2. Which column should this word go in?
3. Does this word have one syllable?
4. Does this word have a short vowel sound?

Have students take turns writing each word in the correct column. Ask students to explain how they knew to double the final consonant.

Independent Application

Have students work independently or in pairs. Give students a piece of paper, and ask them to create four columns with four headings for the sounds /f/, /l/, /s/, /z/ (like the ones you displayed in Guided Practice).

Create a list of words that follow the FLSZ Rule and need to have double consonants. Possible words: **hiss, bell, bless, fizz, grill, bluff, loss, jazz, puff, scruff, whizz, moss, fluff, well, razz, scuff, press, ill, shell, less, sniff, buzz, thrill**

Give the list to one student at a time to take turns dictating the words to the other students, who should write each word in the correct column on their paper.

Wrap-up

Check students' understanding.

 *What spelling rule did we learn today? (the **FLSZ Rule**)*

What is the rule? (When a one-syllable word has a short vowel sound and ends in /f/, /l/, /s/, or /z/, the final consonant is usually doubled.)

*What are some words that use the **FLSZ Rule**? (buzz, hiss, stuff, hill)*

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: Reteach the lesson, focusing on only one of the letters at a time.

Option 2: Provide examples of words that end in **ff** after a short vowel (**cuff, cliff, buff**). Have students read words, underlining the double letters. When students can manage words that end in **ff**, do the rest of the letters in a similar manner.

Option 3: Provide students with short sentences that contain FLSZ words. Have students identify the words by underlining the double consonants at the end of these words. Example: **After the bell rang there was less noise in the class.**

FOR STUDENTS READY TO MOVE ON

Adapt the Independent Application task to have students write dictated words that follow the FLSZ Rule without the support of column headers.

Ask students to pay particular attention as they spell the dictated words. These words can then also be included in phrase- and sentence-level dictations.

After students can accurately spell dictated words without column headers, you can add words that end in other single consonant sounds (such as words ending in /g/, /m/, /d/, /t/ like **frog, clam, glad, said, root**).



Description

This lesson is designed to teach students how to spell certain one-syllable words that end in /k/. The **-ck Rule** states that when a one-syllable word has a short vowel sound right before the ending sound /k/, the final consonant letters are **-ck**. This rule, as well as the rules for spelling words with **-tch** and **-dge**, focuses students' attention on the need for short vowels in one-syllable words to be supported by an extra consonant.

TEACHER TIPS

Students must be able to identify the final sound in a one-syllable word. Use the Warm-up to confirm that this skill is in place before introducing the rule.

This lesson can be modified to teach the **-tch** and **-dge** rules, which use the same principles. One-syllable words that end in the /ch/ sound right after a short vowel are spelled with a **-tch**, and one-syllable words that end in the /ge/ sound right after a short vowel are spelled with a **-dge**. See the word list at the end of this lesson.

PREPARATION/MATERIALS

- A piece of lined paper (for students)

Warm-up

***say** Listen carefully to the end of these words. Raise your hand if you hear the /k/ sound at the end.*

Suggested words: **stop, king, lock, floss, block, stick, kiss**

Now, listen to these words and give a thumbs-up if the vowel sound is short and a thumbs-down if the vowel sound is long. Remember that a long vowel sound says its name.

Suggested words: **brick, brake, bike, dock, deck, poke, luck**

If students struggle with this task, provide more examples before moving on to Direct Instruction.


Direct Instruction

***say** We are going to learn the rule for how to spell one-syllable words that end with the sound /k/.*

Display the following words: **back, pick, stock.**

*There is something interesting about words with one syllable, a short vowel sound, and that end in the sound /k/. When we write them, we spell that sound with the letters **-ck**. Short vowels are special, and often need to be protected, so we add the **c** to the letter **k** to help protect the short vowels.*

Read the words aloud to students, and underline the final **-ck** in each word.

 Notice that all of these words have one syllable, a short vowel sound, and end in the sound /k/. The sound /k/ is spelled **-ck** in these words. The spelling rule for words like this is called the **-ck Rule**.

Display and read aloud the **-ck Rule**:

When a one syllable word has a short vowel sound right before the ending sound /k/, the final consonant letters are -ck.

Display the words **bake, pike, stoke** under the previous words. Discuss with students how the long vowel sound in these words indicates that they are not spelled with **-ck** because there is no short vowel that needs to be protected.

Display the words **tank, silk, sunk**. Discuss with students how the additional consonant sound before the /k/ in these words does the job of protecting the short vowel, so they are not spelled with a **-ck**.

Guided Practice

Display three columns with the following headings: (1) short vowel words that end in **-ck**; (2) short vowel words that end in **-k**; (3) long vowel words.

Dictate the words **peck, bank, stuck, take, clock, hike, milk, brick**. For each word, ask students,

1. Does this word have one syllable?
2. What is the sound you hear at the end of this word?
3. Does this word have a short vowel sound? (If yes: Does the short vowel sound come right before the /k/?)
4. Which column should this word go in?

Have students take turns writing each word in the correct column. Ask students to explain how they knew what letters to use at the end of each word.

Independent Application

Have students work independently or in pairs. Give students a piece of paper, and ask them to create three columns like the ones you displayed in Guided Practice. Make sure students label the columns correctly.

Give students a list of one-syllable words that include the /k/ sound: **stack, quick, shuck, strike, wake, trick, stock, make, check, tick, blink, spoke, smack, truck, trunk, bank, bake, back, elk, tack, task, clunk, flack, flake**.

Ask students to take turns dictating the words to each other and writing each word in the correct column on their paper.

Wrap-up

Check students' understanding.

 *What spelling rule did we learn today? (the -ck Rule)*

*What is the rule? (When a one-syllable word has a short vowel sound right before the ending sound /k/, the final consonant letters are **-ck**.)*

*What are some words that use the **-ck Rule**? (brick, tack, stuck)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Reteach the lesson focusing solely on one-syllable words that end in **-ck**. Then, introduce when **-ck** is not used.

FOR STUDENTS READY TO MOVE ON

Option 1: Adapt the Independent Application task to have students write dictated words without the support of column headers.

After students can accurately spell dictated words that follow the **-ck Rule** without column headers, you can include phrase- and sentence-level dictations.

Option 2: Dictate words that have suffixes. Suggested words: **cracked, snacking, banked, makes, backer, elks, lucky, darkness, locks, slickest**

*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.®*

-tch & -dge Words

One-syllable Words with -tch

clutch
crutch
fetch
glitch
latch
notch
pitch
scratch
switch

Words with -ch (for comparison)

hunch
inch
lunch
mulch
ranch
stench
torch

One-syllable Words with -dge

bridge
dodge
dredge
fudge
grudge
ledge
lodge
ridge

Words with -ge (for comparison)

bulge
cage
charge
cringe
gorge
plunge
stage
twinge



Description

This lesson is designed to help students understand the concept of synonyms and practice identifying appropriate synonyms for a variety of vocabulary words. As students engage in the lesson, they develop their vocabulary skills and broaden their vocabulary.

TEACHER TIPS

You can adapt this lesson by using vocabulary words that are appropriate for students' individual vocabulary levels. A list of possible synonym pairs to use in extending or adapting the lesson can be found at the end 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

- Copies of the pictures and word cards at the end of this lesson (for display and for students)

Direct Instruction

***say** Today we're going to work with synonyms. **Synonyms** are words that mean the same thing.*

Display the picture of an elephant.

This is an elephant. I am going to think about words I can use to describe an elephant's size. I can say an elephant is **big**.

Write the word **big** under the picture of the elephant, and draw a circle around it, using the word **big** as the center of a word web.

I can also say an elephant is huge, or large, or enormous, or even gigantic!

Write these words around **big**, and draw lines from each word to the center. Point to each word.


These words all mean the same thing. They are synonyms. I could say that an elephant is big, or I could use any of these other words to talk about the elephant's size.

Here's an easy way to remember what synonyms are: **Sssynonyms** are the **sssame**.

Stress the initial /s/ sound in **synonyms** and **same** as you say this to the students.


This will help you remember that synonyms are words that mean almost the same thing. When you want to figure out whether two words are synonyms, see if you can use each one in the same sentence. If the two sentences mean the same thing, then the words are synonyms.

Guided Practice

 *Now let's work together to find synonyms for another word by making another web. Remember, synonyms are words that mean almost the same thing, like **big** and **large**.*

Repeat the procedure from Direct Instruction using the picture of a shivering child and the word **cold** as the center of the web. Prompt students to provide other words that mean the same thing as cold (e.g., **chilly**, **cool**, **freezing**, **icy**).

You can expand students' vocabulary by adding words to the web and talking about their meaning with students. Words such as **frigid** and **frosty** may be appropriate.

 *Now, let's make up a sentence and check to make sure the words we came up with are really synonyms for **cold**. Remember, synonyms mean almost the same thing.*

Display the sentence **The child was cold waiting outside for the school bus.** Underline the word **cold**, and have students take turns repeating the sentence and filling in each of the words from the web. Discuss if each sentence has a similar meaning, and reinforce that these words are synonyms. A discussion about shades of meaning with some of these words (e.g., **cool** and **icy**) may be appropriate or necessary to clarify students' understanding.

Independent Application

Have students work in pairs or independently. Give students a set of picture cards with the target word printed under the picture, along with the corresponding word cards, cut apart. (Target words for the five pictures are **fast**, **hop**, **ill**, **plane**, and **happy**.)

Ask students to display the picture cards and find a synonym word card to match with the word printed under each picture. Not all word cards will be used.


Have students discuss what they see. Then, they should read the word under the picture and the synonym they have selected (e.g., **fast** and **quick**). Have them use each word in a short sentence that tells about the picture and discuss whether the two sentences have similar meanings.

If students need additional practice, you can extend this task by using the synonym pairs provided at the end of this lesson and using pictures that you find or draw.

Wrap-up

Check students' understanding.

 *What are synonyms? (words that mean the same thing or words that mean almost the same thing)*


 *How can you be sure that two words, like **fast** and **quick**, are synonyms? (Check to see if both words have the same meaning. Try them in the same sentence, and see if the sentences mean the same thing.)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT


Display the picture cards and follow this procedure, which uses the fast fox card as an example:

 *I'm going to show you a picture of a word.*

Display the card and identify the target word **fast**. Have students repeat this word.

 *I'm going to show you another word.*


Display one of the word choices.

 *This word is ____ (**quick** or **feet**, whichever you chose). Does this word mean the same as **fast**? Let's see.*

Display an incomplete sentence using a blank for the target word. (A fox is ____.) Fill in the target word **fast**. Read the sentence with students.


Insert the other word (**quick** or **feet**) into the incomplete sentence. Ask students if this sentence has the same or a similar meaning as the first sentence.

Depending on the word you chose, sum up.

 ***Fast** and **quick** are synonyms. They mean the same thing. (Or: **Fast** and **feet** are not synonyms. They do not mean the same thing.)*

FOR STUDENTS READY TO MOVE ON

Option 1: Use the synonym pairs at the end of this lesson. Display and say one of the words, and use it in an oral sentence.

 *I'm thinking of a word that means almost the same thing as _____. It starts with the letter _____ and ends with the letter _____. What is the word?*

Option 2: Select four synonym pairs from the word lists at the end of this lesson. Have student partners write each word on a different index card. They can then shuffle the cards, lay them face-down in a 4 X 4 grid, and play Concentration, trying to turn up pairs of synonyms.

Or, have students make a larger deck of synonyms by consulting a thesaurus. Then, have them play Go Fish.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Students whose native language is not English may not have as many opportunities to learn vocabulary indirectly, so explicit instruction is especially important. Use word walls, cognates, dictionaries, word maps, drawing, comparing, contrasting, and reviewing to teach and reinforce synonyms.
- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Have students practice newly learned synonyms with a partner and in small-group discussions. Likewise, model the use of synonyms in a variety of classroom contexts.

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®**.

Synonym Pairs

First Word

sweet
smart
rug
yell
road
easy
rest
robber
dirt
giggle
loud
thin
happy
cry
search
friend

Possible Second Words

kind or nice
bright or clever
mat or carpet
shout or scream
street or avenue
simple or effortless
nap or sleep
thief or burglar
soil or earth
chuckle or laugh
noisy or rowdy
slim or skinny
glad or thrilled
sob or weep
seek or look for
pal or buddy

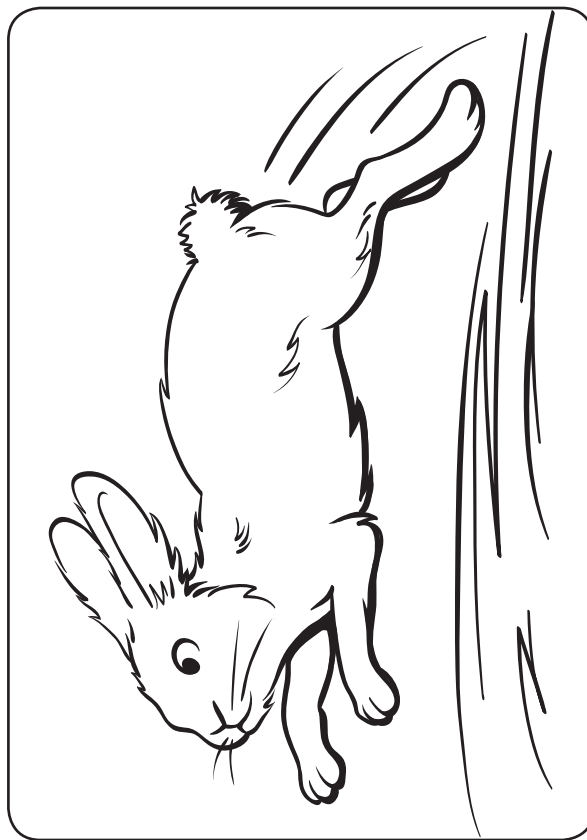
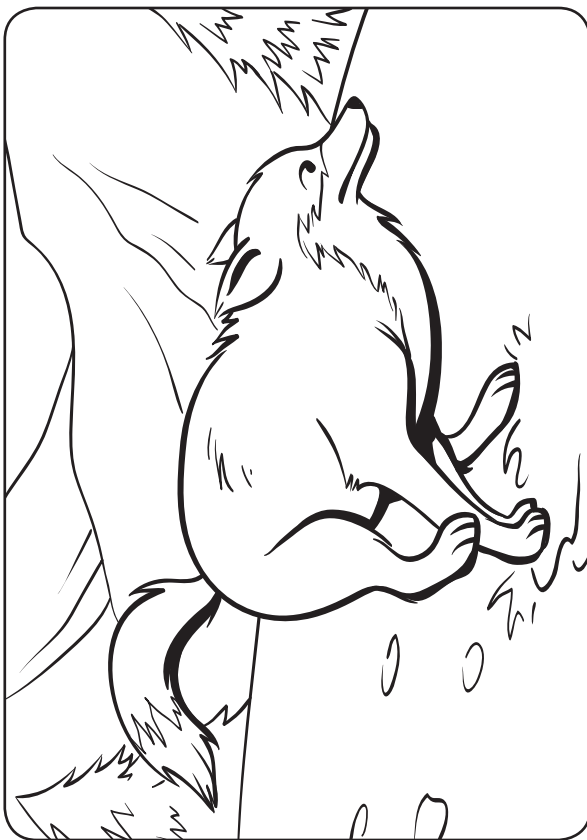


feet

quick

green

leap



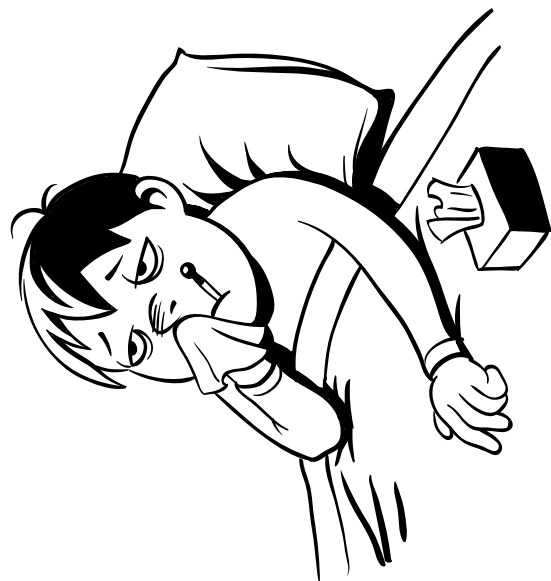


sick

bed

sky

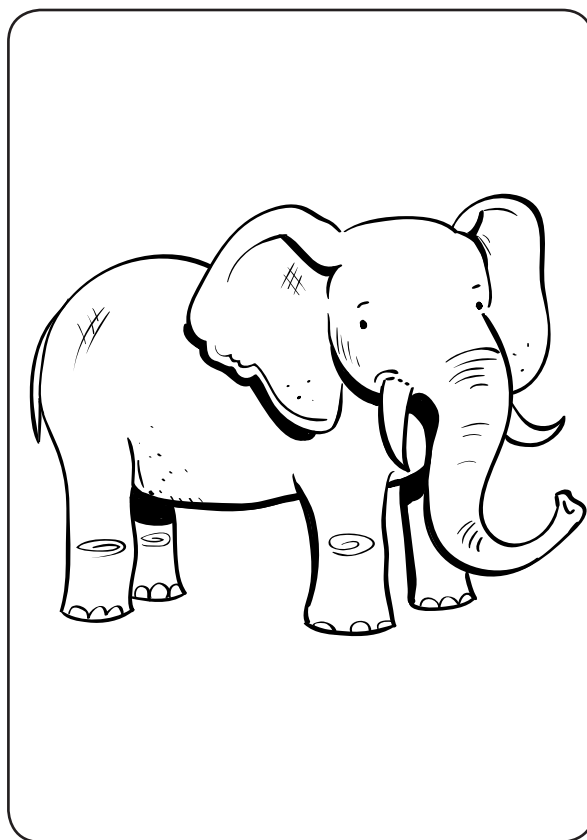
jet





sad

silly



Description

This lesson is designed to help students understand the concept of antonyms and practice identifying appropriate antonyms for a variety of vocabulary words. As students engage in the lesson, they develop their vocabulary skills and broaden their vocabulary.

TEACHER TIPS


You can adapt this lesson by using vocabulary words that are appropriate for students' individual vocabulary levels. A list of possible antonym pairs to use in extending or adapting the lesson can be found at the end 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

- Copies of the pictures and word cards at the end of this lesson (for display and for students)
- A thin, lightweight book and a thick, heavy book

Direct Instruction

 *Today we're going to work with antonyms. **Antonyms** are words that mean the opposite of each other.*

Display the pictures of an elephant and a mouse.

 *Here is a picture of an elephant and a picture of a mouse. These animals are very different sizes.*

Point to the elephant.


 *I can say that an elephant is **big**.*


Display the word **big** under the elephant, and read it to students.

Point to the mouse.


 *I can say that a mouse is **little**.*

Display the word **little** under the mouse, and read it to students.


 *The words **big** and **little** both tell about sizes, but they have opposite meanings. They are antonyms. Antonyms are words that have opposite meanings. **Big** and **little** are antonyms.*

 *When you want to figure out whether two words are antonyms, think about their meaning. If they have opposite meanings, then the two words are antonyms.*

Guided Practice


 *Now let's work together to find antonyms for another word. Remember, antonyms are words that have opposite meanings, like **big** and **little**.*

Pick up a thin, lightweight picture book.


 *This book doesn't weigh much. It is light.*

Display the word **light**. Read it with students.

Now struggle to pick up a thick, heavy book.

 *This book weighs a lot. It is not light at all.*

Display the words **wide** and **heavy**.

 *One of these words means the opposite of light. Which word means the opposite of light? (heavy) Is this book heavy? Yes, it weighs a lot. It's not light. The words **light** and **heavy** are antonyms. They have opposite meanings. **Wide** does not mean the opposite of **light**; they are not antonyms.*

If students need additional practice before moving on to Independent Application, you can extend this task by using the antonym pairs provided at the end of this lesson, along with objects or pictures from the classroom to illustrate.

Independent Application

Have students work in pairs or independently. Cut apart the picture cards at the end of the lesson, and give each student/pair a set of picture cards, along with the corresponding word cards.


Ask students to display the picture cards and find an antonym word card to match each picture. Not all word cards will be used. The pictures show **hot, wet, slow, sick, soft, and happy**.


Students should discuss what they see and tell which antonym they have selected (e.g., slow and fast). Have students use each word in a short sentence that tells about the picture and discuss whether the two sentences have opposite meanings.

If students need additional practice, you can extend this task by using the antonym pairs provided at the end of this lesson, along with objects or pictures from the classroom to illustrate.

Wrap-up

Check students' understanding.

 *What are antonyms? (They are words that are opposites, have opposite meanings, or are very different.)*


 *How can you be sure that two words, like **hot** and **cold**, are antonyms? (Students' answers should get at word meaning. They might say that they decide if the words have opposite meanings or that cold means not hot, so it's the opposite of hot.)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT


Display the picture cards and follow this procedure, which uses the hot sun card as an example:

 *I'm going to show you a picture of a word.*

Display the card and identify the target word **hot**. Have students repeat this word.

 *I'm going to show you a different word.*


Display one of the word choices.

 *This word is ____ (yellow or cold, whichever you chose). Does this word mean the opposite of hot? Let's see.*

Display an incomplete sentence using a blank for the target word. (**It is ____ today.**) Fill in the target word **hot**. Read it with students.


Insert the word you chose (**yellow** or **cold**) into the incomplete sentence. Ask students if this sentence has the opposite meaning of the first sentence.

Depending on the word you chose, sum up.

 **Hot and cold are antonyms. They are opposites. (Or: Hot and yellow are not antonyms. They do not have opposite meanings.)**

FOR STUDENTS READY TO MOVE ON

Option 1: Use the antonym pairs at the end of this lesson. Display and say one of the words, and then use it in an oral sentence.

 *I'm thinking of a word that means the opposite of _____. It starts with the letter _____ and ends with the letter _____. What is the word?*

Option 2: Have students think of two words that are antonyms (or assign them a pair from the list at the end of this lesson).

- Ask them to write these two words on the back of a piece of drawing paper.

- Direct them to cut the paper in half, with a word on each half.
- On the blank sides, they should illustrate each word.
- Have students display their pictures and challenge classmates to identify the two antonyms. (If necessary, have the illustrator identify one of the words in the pair.)
- After the antonyms have been named, students can discuss each picture.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Students whose native language is not English may not have as many opportunities to learn vocabulary indirectly, so explicit instruction is especially important. Use word walls, cognates, dictionaries, word maps, drawing, comparing, contrasting, and reviewing to teach and reinforce antonyms.
- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing

a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

- Have students practice newly learned antonyms with a partner and in small-group discussions. Likewise, model the use of antonyms in a variety of classroom contexts.

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®**.

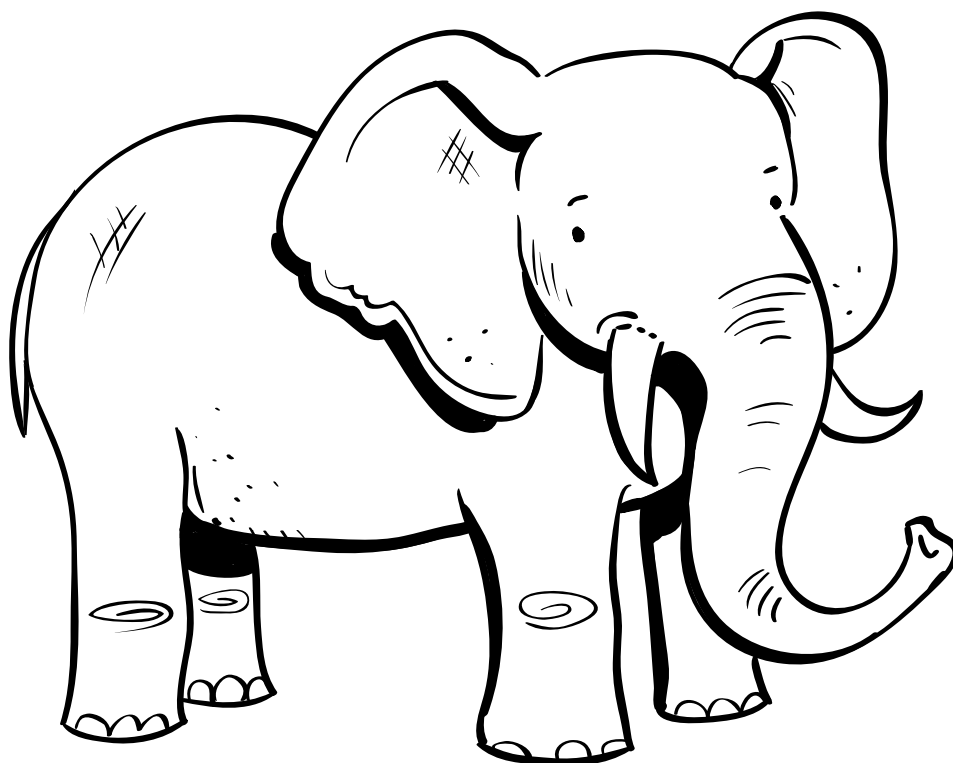
Antonym Pairs

First Word

sweet
ugly
right
new
soft
light
slow
shout
laugh
found
rainy
sick
give
thick
dry
happy
sharp
simple
high
come
start

Possible Second Word

sour
pretty
wrong
old
hard
dark
fast
whisper
cry
lost
sunny
healthy
take
thin
wet
sad
dull
fancy
low
go
end



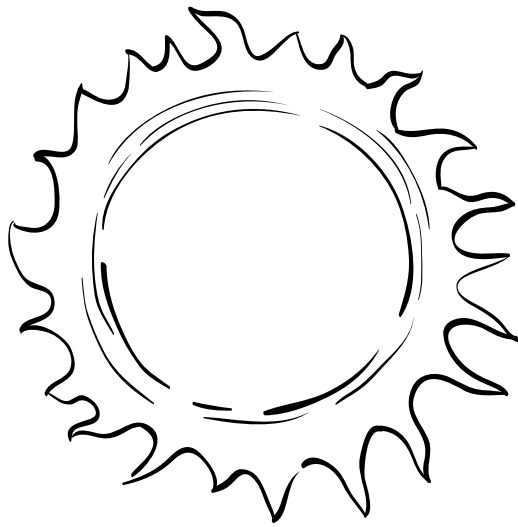


yellow

cold

dry

drip





shell

fast

bed

well





hard

mat

smile

sad

