

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

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Core5 L2	Basic Concepts	Basic Concepts	6
<b>Total</b>			<b>29</b>









## Description

This lesson is designed to give students practice blending syllables to create words. This activity helps build understanding of the fundamental concept that words are made of smaller speech units called syllables. A syllable includes one vowel sound and can be thought of as corresponding to a single beat within a spoken word.




## TEACHER TIPS

The following steps show a lesson in which students blend two-syllable words. You can adapt this lesson based on individual student needs by substituting other two-syllable words or using words with three syllables.

## Direct Instruction


-  *Today we are going to learn about syllables in words. Listen to this word: **cupcake**.*  
Clap your hands as you say each syllable.
-  *This word has two parts or beats that we call syllables. When we say words out loud, we can hear the syllables and clap out the beats as we say the word. Listen: **cupcake**.*  
Clap your hands as you say each syllable.
-  *I'm going to name something that I can see in the classroom. But I'm not going to say the word all at once. Instead, I'm going to say the word part by part, or syllable by syllable. Listen: **book...case**.*  
Clap your hands as you say each syllable.
-  *Listen again: **book...case**. Let's say the whole word together: bookcase. Listen to another word as I say it in parts or syllables. **Pen...cil**.*  
Clap your hands as you say each syllable.
-  *Now I'll say it faster: **pen/cil**. Pencil! I know that word!*  
Hold up a pencil.
-  *Here's a pencil to write with.*

## Guided Practice

-  *Now, let's say some words in parts and try to blend the syllables back together to make a word we know.*  
Suggested words: **pa/per, clos/et, num/ber, car/pet, jack/et, win/dow, stand/ing**
-  *Listen to these syllables: **pa...per**. They make a word we know. Say the syllables with me: **pa...per**.*  
For each word, first say it aloud syllable by syllable, with a one-second pause between the syllables. Have students clap and say the syllables with you.
-  *Now, let's say the syllables faster. Let's blend them together: **pa/per**. When you know the word, raise your hand.*

Say the word again with a shorter pause between the syllables. Clap your hands and repeat the syllables as needed until students identify the word. After saying the whole word, students should express their understanding of meaning by pointing to the object or telling about it.

## Independent Application

 *I'll say a word syllable by syllable. Repeat the syllables after me. When you know the whole word, raise your hand and say the word.*

Say the word aloud syllable by syllable, with at least a one-second pause between the syllables. Suggested words: **pea/nut, air/plane, sea/shell, mag/net, ti/ger, mu/sic, ta/ble, thun/der**

## Wrap-up

Check students' understanding.

 *What did you learn today? (Syllables are parts of words that we can clap out and blend together.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Repeat the lesson using pictures or classroom objects to support the auditory task. Allow students to point to the picture or object instead of having to name the word.


**Option 2:** Focus on two-syllable compound words that are within students' speaking vocabulary. Choose words in which both syllables get equal stress. Examples: **note/book, door/bell, sail/boat, foot/ball**


- Have students clap the syllables with you as you say them.
- Offer support as needed by blending the syllables and having students echo you.
- Encourage students to use words and actions to show their understanding of the long word they made.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Adapt the lesson to focus on three-syllable words. Use examples of objects or actions that students can point to or demonstrate after they have blended the syllables and said the word. Examples of words to use: **stor/y/book, whis/per/ing**

**Option 2:** Play a syllable-blending guessing game using the names of students and other familiar people. For example,

 *I'm thinking of someone in our class. Here are the syllables in her name: **oh/liv/ee/uh**. Who is she? (Olivia)*

 *I'm thinking of someone in our school. His name is **mis/ter bah/ring/ton**. Who is he? (Mr. Barrington)*

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 give students practice in segmenting a word into syllables. This activity helps students understand that words are made of smaller speech units called **syllables**. A syllable includes one vowel sound and can be thought of as corresponding to a single beat within a spoken word.


## TEACHER TIPS

The following steps show a lesson in which students count the number of syllables in one-, two-, and three-syllable words. You can adapt this lesson based on individual student needs by substituting other two- and three-syllable words.


## PREPARATION/MATERIALS

- For each student, a sheet of paper with 3 boxes drawn at the bottom
- For each student, 3 tokens (e.g., buttons, coins, paperclips)


## Direct Instruction

 *Today we are going to learn about syllables in words. Listen to this word: **Jason. Ja...son.***


Clap your hands as you say each syllable.

 *This word has two parts or beats that we call **syllables**. When we say words out loud, we can hear the syllables and clap out the beats as we say the word. **Ja...son.***


Clap your hands as you say each syllable.

 *I'm going to say a name of a student in our class. Listen while I clap one time for each syllable in the name.*

Say a series of names of students or other familiar people until concept is grasped. Have students repeat the name and clap the syllables with you.

 *Just like names, other words are made of parts called syllables. When we clap the beats of a word, we are clapping the number of syllables.*

Hold up a crayon and ask students to say its name.

 *Yes, **crayon**. I wonder how many syllables are in the word **crayon**. I'll clap as I say the word: **cray...on**. I clapped two times. I hear two syllables in **crayon**.*

## Guided Practice

***say** Now, let's listen to a word and try to hear the syllables or beats: **window**. Let's clap the beats in **window**. **Win..dow**. Window has two syllables.*

Suggested words: **window** (2); **desk** (1); **ceiling** (2); **hamster** (2); **cage** (1); **alphabet** (3).

For each word, point to the object or a picture of the object if available and say it aloud as a whole. Then repeat the word in syllable parts. Have students clap and say the syllables with you. Then have students hold up 1, 2, or 3 fingers to show how many syllables they heard.

Show students other ways to find the syllables in words. As they say the word, they might move down tokens, tap the desk, shake their head, or hold the back of their hand under their chin and count the jaw drops.

## Independent Application

Give each student the picture of the tiger and two tokens.

***say** Let's say the name of this animal together: **tiger**. Now let's say it syllable by syllable: **ti/ger**. We'll put a token under the picture for each syllable, **ti**. Let's put another token after it for the second syllable, **ger**. How many syllables are in **ti/ger**? (two)*

Have students follow the same steps with the other pictures. They should place one token in a box for each syllable they hear: **worm** (1), **puppy** (2), and **elephant** (3).

## Wrap-up

Check students' understanding.

***say** How can you tell how many syllables are in a word? (Sample responses: Clap to hear the beats when you say the word; say the word part by part and count the parts.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

Adapt the lesson by focusing on two-syllable compound words. Guide students in listening for the difference between a one-syllable word, such as **book**, and a two-syllable word, such as **bookshelf**. Choose words within students' speaking vocabulary, such as **pancake**, **sidewalk**, and **inside**.

- Say the word and have students repeat it.

- Clap one beat while saying the first word in the compound. Have students clap and say the first word.
- Clap one beat while saying the second word in the compound. Have students clap and say the second word.
- Have students join in as you clap each syllable of the whole word.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Play a word-completion game.

- Start by having students listen to and repeat a familiar two-syllable word, such as **playground**. Clap the syllables together.
- Say the first syllable of the word, **play**, and have students tell what part is missing. (**ground**)
- Have students say the first syllable; then supply the second.
- Take turns saying the first syllable and supplying the second with other two-syllable words.

**Option 2:** Play a syllable-counting game. Name words in a category and have students hold up one, two, or three fingers to show how many syllables they hear. For example,

- Listen for the syllables in these names of animals. Hold up fingers to show how many syllables you hear: **snake** (1), **hippo** (2), **mosquito** (3), **bunny** (2), **cat** (1), **gerbil** (2).
- Listen for the syllables in these names of foods. Hold up fingers to show how many syllables you hear: **potato** (3), **rice** (1), **beans** (1), **spinach** (2), **cucumber** (3).

Students may be able to take a turn as teacher and name words for listeners to segment into syllables.

*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 identify key details and form mental pictures of narrative and informational events. Students also explore visual details on the front cover, back cover, and title page of familiar books. As students use language to describe those details, they develop stronger comprehension skills. Students are prompted to ask questions to improve understanding and clarify information.


### TEACHER TIPS

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


### PREPARATION/MATERIALS

- A copy of the 4 pictures at the end of the lesson (for display and for students)

## Warm-up

 *Let's see what kinds of pictures we can make inside our head. Close your eyes. Now, picture a playground. What do you see?*


Elicit a variety of detailed responses (e.g., children on swings; two kids taking turns shooting baskets; a big blue slide).

 *You just made pictures inside your head! When we listen to a story, we do the same thing. We picture what is happening to help us understand the story, even when we're not looking at pictures in a book.*

Display an informational picture book. Point to each element as you discuss it.


 *This is the front cover of the book, and this is the back cover. Now, I'll open the book to the title page.*


Read aloud the title, the author, and the illustrator/photographer. Slide your finger from left to right as you read each word.

 *Close your eyes and picture what this book might be about. What do you see? (Student responses will vary, but should relate to the information on the front and back covers and the title page.)*

## Direct Instruction

Display the picture of the bear on a swing.

 *Let's look at this picture. Listen as I describe what I see. The main thing I see is a bear at a playground. I can ask myself some questions to find the important details in the picture, like: How many? How big? What is happening?*

 *How many bears do I see? (one) How big is the bear? (she is little) What is the bear doing? (swinging) Some important details in this picture are the **number** of bears, the **size** of the bear, and **what** she is doing.*

## Guided Practice

Display the picture of the two bears. Repeat the questions from Direct Instruction with this picture, eliciting responses to each question from the students. Then, display both bear pictures.

*say Listen to this sentence and pay attention to the details. Which picture shows what you hear in the sentence? “Bessie Bear is playing on the swingset.” (students point to picture) “Bessie and Boris Bear are playing on the seesaw.” (students point to picture) Do you have any questions about the main thing you see or the details in this picture? Remember that asking questions can help us understand better.*

## Independent Application

Display the two clown pictures.

*say Remember, when we look at a picture, we look for the main thing. Be sure to ask yourself or others questions to help you understand better. What is the main thing in both of these pictures? (clowns)*

*What are three important details you can ask yourself to find in the picture? (How big? How many? What are they doing?)*

If students have trouble answering, use the steps from Direct Instruction to elicit responses.

*Now, listen to these sentences and pick the picture that shows what you hear. “The three tall clowns are juggling balls.” (students point to picture) “The two short clowns are making balloon animals.” (students point to picture)*

## Wrap-up

Check students’ understanding.

*say What are some questions you can ask yourself to make a detailed picture in your head? (How big? How many? What are they doing?)*

*How can you use the front cover, back cover, and title page of a book to think about what it might be about? (I can use the title and any pictures to make a detailed picture in my head.)*

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:** Focus on simple pictures with only two questions to describe size and number.

**Option 2:** Use a wordless picture book to develop awareness of visual details. Look at the front cover and pictures. Describe something in a scene. Then, ask a follow-up question for students to answer, first by creating a mental image of the scene and then by examining the picture. For example:

 *The rain is falling hard on the city street. What do you think it looks like outside? (Sample responses: Everything is wet; there are puddles; people have umbrellas.)*

 *Let's look at the picture closely. What can we see?*

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Encourage students to predict what a book will be about based on the title and any images on the front or back covers. Have students describe what they picture in their heads before reading. Then, discuss how those details matched (or didn't match) what the book was about and details in the actual illustrations.

**Option 2:** When reading aloud from a picture book, give students opportunities to describe what they picture in their head before you display an illustration. Then talk about details that match the pictures they formed and other details that the illustrator included.

### SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

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

- Review oral sentence starters or sentence frames to support student contributions to group discussions:

*The main thing in this picture is...*

*I also see \_\_\_ in the picture.*

*I can ask \_\_\_ to picture more details in my head.*

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 develop students' ability to identify and produce initial consonant sounds in words. This activity helps build understanding of the fundamental concept that words are made of smaller speech sounds called *phonemes*. Phonemic awareness is the foundation for learning to map sounds to letters, and identifying beginning sounds is an important skill for emerging readers.

## TEACHER TIPS

In this lesson, students work with words that identify common classroom objects. You can adapt this lesson based on individual student needs by substituting other words that are appropriate for their grade-level vocabulary.

The words in this lesson begin with continuant consonant sounds, which include /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /z/. These sounds are easier to stretch out as onsets. Where a pause is indicated below, pause one full second after the onset, so students can clearly hear the first sound in a word.

When you pronounce the initial consonant sound in a word, avoid adding a vowel sound. Try to say /p/ /t/, rather than *puh-ie*, pausing briefly between the two sounds.

## PREPARATION/MATERIALS

- Objects in classroom: rubber bands, fan, seat, map, mat
- A copy of the 9 pictures at the end of this lesson (for display)

## Direct Instruction

**say** Today we are going to learn how to find the beginning sounds in some words. Listen to these words: **sssoup, sssandwich**. For lunch, I ate **sssoup** and a **sssandwich**. I stretched out the sound /s/ when I said each word to make it easier for us to hear it. Listen again: **sssoup, sssandwich**. The words **soup** and **sandwich** both begin with the sound /s/.

Stretch a rubber band while articulating the /s/ sound to help students understand the concept.


Repeat this procedure with additional words with other continuant consonant sounds as needed. Using body parts (mouth, finger, leg) is one way to reinforce this concept. Make sure to stretch the beginning consonant sound and illustrate the elongated sound by stretching the rubber band at the same time.

## Guided Practice

Give each student a rubber band to stretch as they say the beginning sound in each word.

**say** I'm going to point to an object and I want you to name it. Then we will stretch out the beginning sound in each word and decide what sound we hear.

Point to a fan.


 *What is this? (a fan) Let's stretch out the /f/ sound in **fan**. (fffan) What is the first sound in **fan**? (/f/)*

Encourage students to stretch their rubber band as they say the beginning sound in the word. If rubber bands are not available, have students use their hands to make the same motion and pretend to stretch a rubber band.


Repeat this procedure as needed with additional words with other continuant consonant sounds. Suggested words: **seat, map, mat, hand, nose, rug, fish, light, vest, watch**

## Independent Application

Have students work independently or in small groups. Display the nine pictures at the end of the lesson: **fire, sock, milk, moon, fork, sun, seal, monkey, fox**. Have students take turns saying the name of each picture.

 *You are going to sort these pictures into three groups so that all the words that begin with the same sound are together. Remember, you can stretch the first sound to help you hear it clearly.*

Offer support as needed.

 *Now let's talk about the sounds we heard at the beginning of these words. What three sounds did you hear? (/sss/, /fff/, /mmm/)*


*What words begin with /sss/? (sun, seal, sock)*

*What three words begin with /fff/? (fire, fox, fork)*

*What sound is at the beginning of **monkey, mirror, milk**? (/mmm/)*

## Wrap-up

Check students' understanding.

 *What did we learn to do today? (find the first sound in a word)*


*What can we do to help us hear the first sound in a word clearly? (stretch it out)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

Modify the lesson to focus on one initial consonant sound. You can also focus students' attention on what their mouth is doing when they produce these sounds by modeling how to "get your mouth ready" to say each word.


 *Listen as I say two words. Do they begin with the same sound? Put your thumbs up if they do, thumbs down if they don't.*

Then pronounce each word in a pair, exaggerating the initial sound in each word. Continue to use rubber bands to reinforce how a sound can be stretched to hear it more clearly.

Examples of word pairs used to focus on the initial consonant sound /m/: **money/milk, me/see, make/mother, man/late**

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Play a guessing game using pictures of objects whose names begin with target phonemes. Give a phonemic clue and one or more meaning clues that help students guess the name and choose the picture. For example,

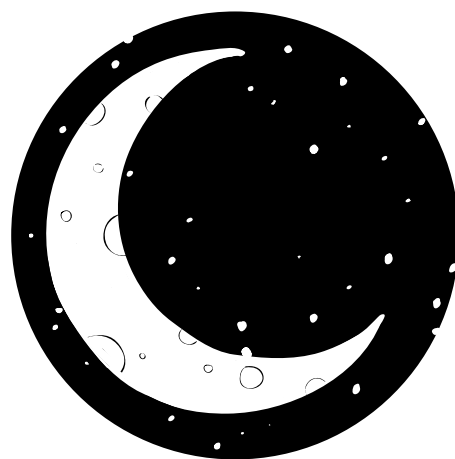
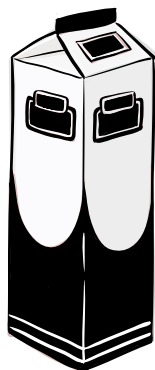
 *I am thinking of something that begins with the sound /f/. It is green and says 'ribbit, ribbit.' Who knows what I am thinking of? (frog)*

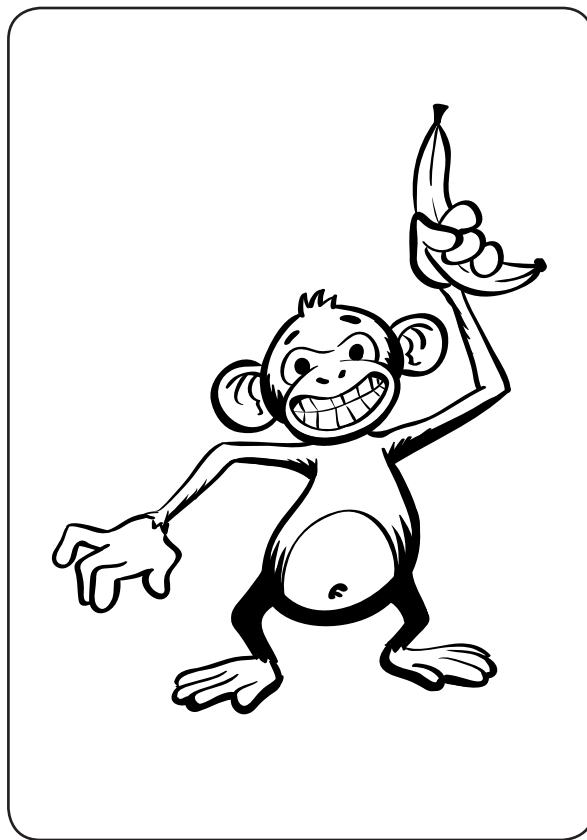
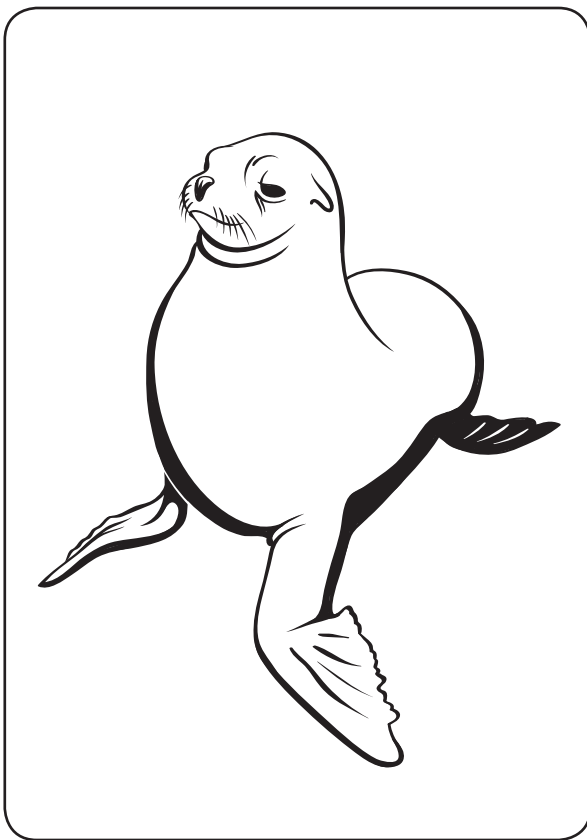
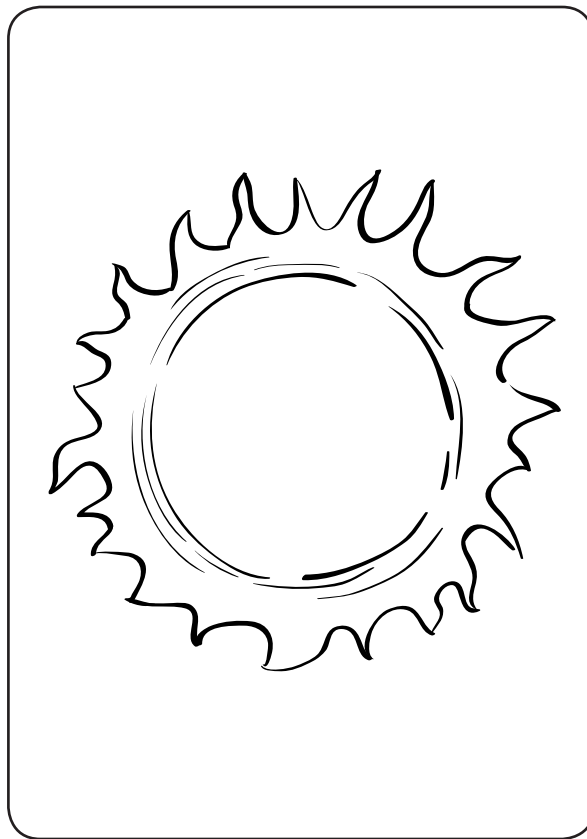
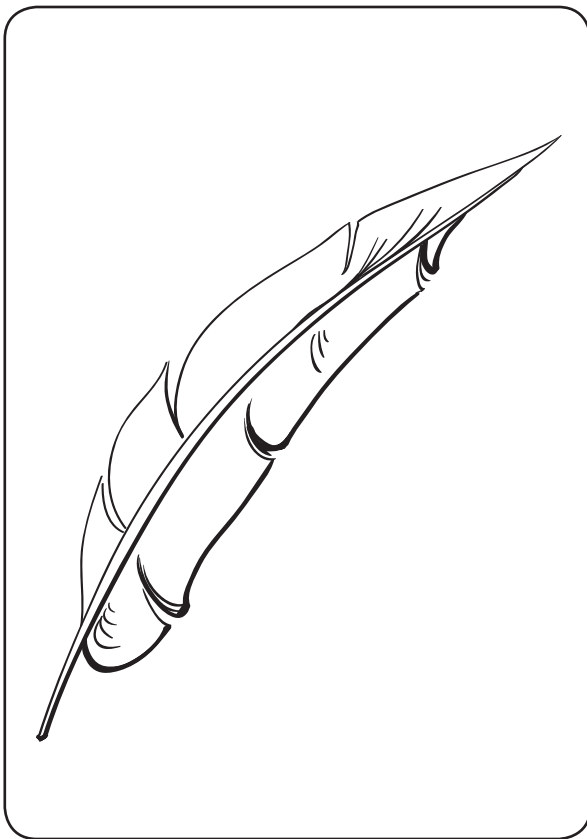
**Option 2:** Say a target phoneme and have students take turns naming as many things as they can that begin with that sound. Stress the initial sound as you both repeat each word, verifying that it is the sound being targeted. Focus on sound, not spelling—for example, **phone** begins with the target sound /f/, and **ceiling** begins with /s/.

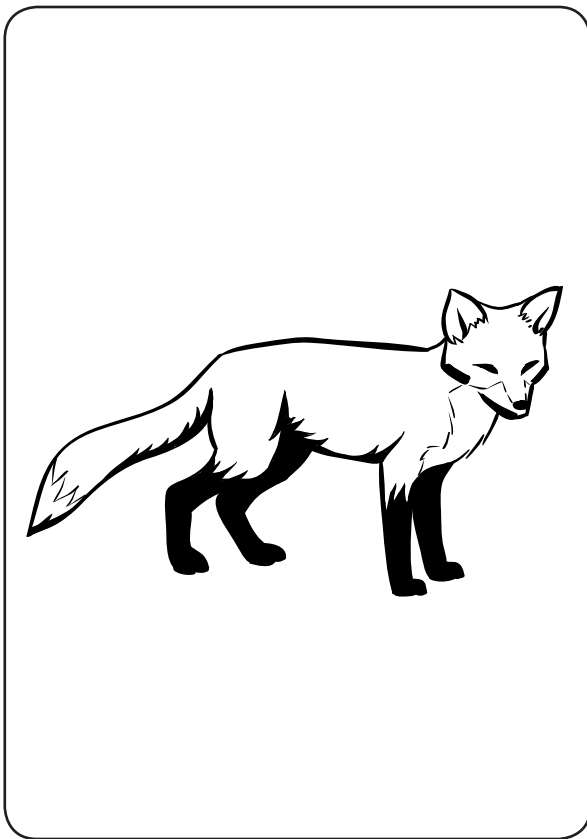
**Option 3:** Expand the lesson to include words that begin with stop consonants: /b/, /k/, /d/, /g/, /j/, /p/, /t/. These phonemes can't be elongated, so stress the sound by repeating each several times; for example, /p/ **pig**. Try to avoid adding a vowel sound after the isolated consonant phoneme.

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 reinforce the relationship between letter shapes and letter names. Understanding the associations between letter shapes and names can be helpful in developing a foundation for letter-sound associations.

## TEACHER TIPS

The following steps show a lesson in which students work with three lowercase letters at a time. You can adapt this lesson based on individual student needs by substituting uppercase letters or increasing/decreasing the number of letters you work with at one time.

## PREPARATION/MATERIALS

- Sets of letter cards or letter tiles (for students)
- Handwriting guidelines from your school as a reference for the direction and sequence of strokes in letter formation

## Direct Instruction

Give each student the letter cards for lowercase letters **e**, **b**, and **s**. Hold up the letter card **e**.

***say** Today we are going to learn the names of letters in the alphabet. This is the lowercase letter **e**. Watch as I use my finger to trace the letter on the card and say its name at the same time: **e**.*

Trace the letter **e** on the card as you say the letter name, extending the sound to add emphasis.

***say** Now, you trace the letter **e** on your card and say its name with me: **e**.*

Hold up the letter card **b** and repeat the process. Then, hold up the letter card **s** and repeat.

## Guided Practice

Display the three letter cards **e**, **b**, and **s**. Name each letter as you place the card on the desk or table.

***say** Let's say the name of each letter together: **e, b, s**. Now, I want you to point to each letter as I say its name.*


Name the letters in random order until students can easily identify each one.

***say** Great job. Now, I am going to point to a letter and you tell me its name.*

Point to letters in random order until students are able to easily name each one.

## Independent Application

Give students five to eight letter cards that include one **e**, one **b**, and one **s**. Suggested other cards: **f, m, t, i, h**.

 *Listen as I say a letter name: **b**. Look for that letter in your cards. When you find it, put the card in front of you.*

Repeat with letter names **e** and **s**. Check that students have selected the correct letters. Then, have them name each letter as they move it back into the line of five to eight letter cards.

## Wrap-up

Check students' understanding by asking them to name the letter on a card as you display it.

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 presenting just two letters at a time. Choose letters that are visually dissimilar.

**Option 2:** Give students multiple opportunities to say the letter name while performing an action (e.g., air-writing the letter, tracing its shape on a letter card, making a clay model of it.)

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Guide students in writing the target letter. Provide paper marked with divided lines and models of the letter for students to trace and copy. Think aloud as you work through the steps in letter formation.

**Option 2:** Provide visually similar letters for students to distinguish when using letter cards. Examples of lowercase letters that are similar: **b d h p g; e c o a; r n m w**.

*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®**.*



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## Description

This lesson is designed to help students learn alphabetical order. Knowing where a letter belongs in the alphabetic sequence can increase students' ability to remember individual letters.

### TEACHER TIPS

The following steps show a lesson in which students work with the first six uppercase letters. You can adapt this lesson based on individual student needs by substituting another segment of the alphabet, or with fewer or more letters at a time.

### PREPARATION/MATERIALS

- Alphabet chart with letters arranged left-to-right in a straight line or arc (for display)
- Sets of letter tiles (for students)

## Warm-up

Singing the alphabet song and identifying letters in sequence can be a daily activity. As you lead students in singing, point to each letter on the alphabet chart. Vary how you sing the song (faster, slower, in a whisper, in a high voice, and so on). Students may take turns acting as the teacher and pointing to each letter while the group sings.

## Direct Instruction

***say** Today we are going to learn about the order of the letters in the alphabet. They are always in the same order. The letter **A** is first, and the letter **Z** is last. We will learn the letters in alphabetical order.*

Display the alphabet chart or arc. Cover all the letters except **A, B, C, D, E, F**.

*Let's look at this group of letters. Say the names with me as I point to each letter: **A, B, C, D, E, F**.*

Display uppercase letter tiles that match the ones in the chart.

*I can mix up the letters and then put them in alphabetical order.*

Model checking each letter tile against the letters in the chart as you place the tiles so that students see the correct left-to-right order.


*These letters are now in alphabetical order. Let's read the letters together: **A, B, C, D, E, F**.*

## Guided Practice

Distribute the letter tiles for **A, B, C, D, E, F** to students. Keeping the alphabet chart on display, take turns with students arranging the tiles to show alphabetical order. Mix up the tiles between turns. Say the letter names each time. Then, lay out the letter tiles in a row.

***say** I'm going to take out one letter. It's the letter **D**.*


Close the gap where **D** belongs.

 I want to put **D** back in the right spot. Let's say the letters in order again: **A, B, C, D**. It goes here, after **C**. Let's say the letters all together to check ourselves: **A, B, C, D, E, F**.

Take turns with students removing a letter tile, saying its name, closing the gap, and showing where it belongs in the sequence.

## Independent Application

Keeping the alphabet chart on display, give students letter tiles **A, B, C, D, E, F** out of order.

 *Turn the tiles over so that you can't see the letters. Now pick one tile and turn it face up. What letter did you pick?*

After students name the letter, direct them to place each tile face-up in front of them. Students should continue turning up one tile at a time, naming the letter, and positioning the tile in alphabetical order. Use the terms **before**, **after**, and **between** to correct any misplacements.

Then tell students to say the letter names in order while tapping the tiles to check the order.

## Wrap-up

Check students' understanding by asking them to point to each letter in the targeted sequence and say its name. Use students' responses to guide your choice of activities in the Adaptations section.

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Modify the lesson by presenting only three or four uppercase letters at a time.


**Option 2:** Instead of using letter tiles, provide stronger cues to letter shapes. Use letter cutouts that can be positioned over outlines of the letters.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Modify the lesson by removing the alphabet chart while students work with letter tiles and/or by increasing the number of uppercase letters shown.

**Option 2:** Separate the vowel letter tiles: **a, e, i, o**, and **u**. Explain to students that the five vowel letters play a special role in building words. Then, display a mix of vowel and consonant letter tiles and have students sort them into two groups.

**Option 3:** Play a game using alphabetical sequences of letter tiles. One player turns a letter tile face down. The other player identifies the hidden letter. Model this:

 *You turned over the third letter. I'm thinking about what it could be. What letter comes after **B** and before **D** in the alphabet? I think it's the letter **C**.*

Turn the letter tile face up and say its name.

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®**.



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



A

B

C

D

E

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H

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L

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V

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X

Y

Z



## Description

This lesson is designed to help students understand, identify, and use words that name basic language concepts that are important to everyday life and academic learning. Identification activities help students develop vocabulary, focus on details, make observations, and build their understanding of concepts such as shape, emotion, characteristics, and function.

### TEACHER TIPS


The following steps show a lesson using concepts related to characteristics (**big, wet, old**), emotions (**sad, angry, scared, happy**), and actions (**sitting, running, riding**). You may use the same steps with other basic concepts. For example, you might use pictures or objects to give students practice with concepts related to shapes (**circle, rectangle, triangle**) or quantity (**many, few, lots**).

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

### PREPARATION/MATERIALS




- A copy of the 6 pictures at the end of the lesson (for display)

## Direct Instruction

 *We are going to learn about words that we cannot see and cannot touch. These words are important because they tell how things and people look and feel. Other words tell us about actions that people are doing.*

*Let's start with how things look. Words that tell how things look are called describing words. Look at this picture.*

Display the picture of the **elephant**.

-  *The elephant is **big**. What word tells me what the elephant looks like? (big)*
-  *Now let's think about how this elephant is feeling. Feelings are also called emotions. How do you think this elephant is feeling? (happy)*
-  *Finally, let's think about what this elephant is doing—its action. What is this elephant doing? (sitting)*

## Guided Practice

Display the picture of the **dog**. Then, ask questions to encourage students to describe the picture using words that name basic concepts.

*say* What word describes how the dog looks? (wet)

*Look at the expression on the dog's face. How do you think the dog is feeling? (scared)*

*What is the dog doing in this picture? (running)*

## Independent Application

Display the remaining pictures, one at a time. Ask students to name the characteristic, emotion, and action shown in each picture.

**giraffe** (tall, happy, eating)

**girl** (wet, angry, riding)

**man** (old, sad, waving)

**cat** (striped/soft, tired, yawning/stretching)

Have students choose one picture to color. Then, have them use basic concept words to share and describe their picture.

## Wrap-up

Check students' understanding.

*say* How did you describe what was shown in each picture? (think about what it looks like, how it might be feeling, and what it is doing)

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:** Display an object and talk about one concept that can be used to describe it. For example, you might focus on the concept soft by bringing in a stuffed animal and having students touch it. Then, display pictures of items that are soft and items that are hard or rough. Have students point out the items that are soft.

**Option 2:** Play charades to help students understand and use words that name concepts. List and model concepts related to how people feel (**tired, scared, happy, sad, angry**) or actions (**caring, speaking, pulling**). Provide each student with a card that illustrates a concept. Students should take turns acting out the concept on their card.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Introduce additional basic concepts. Have students cut out examples of the concepts they find in advertising circulars or magazines. Students can glue the pictures on a large paper and share with the class or a partner.

**Option 2:** Play I Spy with students using an illustration or photograph of a detailed scene. For example, you might say:

*I spy someone who is eating.*

*I spy something that is cold.*

*I spy a spotted animal.*

Then, have students play the game with each other using a different scene.

### SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Preview the words used to name basic concepts in this lesson to provide meaning and context for students. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- 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 visual cues to support student contributions to group discussions: a picture of an eye to cue students to describe a characteristic, a picture of a smile to cue students to describe an emotion, and a picture of a running stick figure to cue students to describe an action.

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®**.

