

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

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<b>Total</b>			<b>91</b>

## 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 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**.

***say** 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®**.*



A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

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V

W

X

Y

Z



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y

z



## Description

This lesson is designed to give students practice blending sounds or phonemes to create words. This activity helps build understanding of the fundamental concept that words are made of smaller speech sounds called *phonemes*. A phoneme is a single sound within a word and understanding of phonemes is essential for learning to map letters to sounds.

### TEACHER TIP

In this lesson, students work on the simplest type of sound blending, which is blending the *onset* (the initial sound) and *rime* (the ending sounds) in words with three sounds. You can adapt this lesson by substituting other words with four or five phonemes.

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

## Direct Instruction

**say** Today we are going to learn about sounds in words. Listen to this word: **sock**. I can break this word into two parts. I'll say the first sound in the word and then the rest of the word. Listen: **sss. . ock**. Listen again: **sss. . ock**. Now I'll put the sounds together. Listen: **sssock, sock**. What's the word I made? (sock)

Have students point to a sock (theirs or a friend's) to demonstrate that they understand the meaning of the word.

**say** Listen to another word as I say it in parts: **fff. . ace**. This word starts with **fff** and ends with **ace**. Now, I'm going to put those sounds together: **ffface, face**. What's the word I made? (face)

If needed, repeat this procedure with more one-syllable words broken into onset and rime. Suggested words: **nine, red, mop, leg, mat**

## Guided Practice

**say** Now, let's say some words in parts and try to blend the sounds back together to make a word we know.

Suggested words: **sh/ell, l/eaf, v/an**


**say** Listen to these sounds: **sh. . ell**. They make a word we know. Say the sounds with me: **sh. . ell**.

For each word, first say it aloud separating the onset from the rime, with a one-second pause between them.

**say** Now, let's say the sounds faster. Let's blend them together: **sh/ell**. When you know the word, raise your hand.

Say the word again with a shorter pause between the sounds. Repeat the onset and rime 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 the beginning sound and then the rest of a word. Repeat the sounds after me. When you know the whole word, raise your hand and say the word.*

Say the word aloud separating the onset and the rime, with at least a one-second pause between the sounds. Suggested words: **s/un, f/oot, s/eat, sh/oe, l/ip, m/ilk, r/ace**

## Wrap-up

Check students' understanding.

 *What did we learn today? (how to blend sounds together to make a word)*

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:** Provide scaffolded practice with blending using the words in the lesson. For each word, do the following:

- Draw out the onset, pause for two seconds, and then say the rime: **rrr . . . ock**. Have students echo you.
- Blend the word: **rock**. Have students echo you.
- Repeat the onset and rime with only a one-second pause (**rrr ock**), and ask students what the word is (**rock**) while pointing to a picture of the word, if available.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Follow the procedure outlined in the lesson, using words beginning with non-continuant consonant sounds (/b/, /c/, /d/, /g/, /k/, /p/, /t/), which are harder to work with because their sound can't be stretched out. For example: **ball, cap, doll, game, pen, teeth**

Try not to add a vowel sound as you say the onset (i.e., say /b/all rather than buh-all.)

**Option 2:** Instead of having students blend onsets and rimes, have students blend the three sounds you give them for each word in the lesson. For example, you say /r/ /ō/ /k/ and they blend the sounds to say **rock**, or you say /n/ /ī/ /n/ and they blend the sounds to say **nine**.

Continue to have students match the word they say to its matching picture.

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 words into sounds or phonemes. This activity helps students understand that words are made of smaller speech units called *phonemes*. A phoneme is a single sound within a word; understanding of phonemes is essential for learning to map letters to sounds.

## TEACHER TIPS

In this lesson, students work on segmenting words that contain two or three sounds or phonemes. You can adapt this lesson based on individual student needs by substituting other words containing four or five phonemes.


When you pronounce consonant sounds in a word, avoid adding a vowel sound. Try to say /p/ /i/, rather than *puh-ie*.

## 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, paper clips)

## Direct Instruction


Display a sheet of paper with three boxes at the bottom. Be sure to demonstrate going from the students' left to right.

 *Today we are going to learn about sounds in words. Listen to the word **up**. Everyone say **up**. (up) Yes. **Up. U...p.***

Move one token down into a box for each sound.

 ***Up** has two sounds. **U...p.***


Point to each token.

 *We moved two tokens down, so there are two sounds.*


Move the tokens out of the boxes to prepare for the next word.

 *Listen to the word **pie**. Everyone say **pie**. (pie) Yes. **Pie. P...ie.***

Move one token down into a box for each sound.

 ***Pie** has two sounds. **P...ie.***


Point to each token.

 *We moved two tokens down, so there are two sounds.*




## Guided Practice


Give each student three tokens along with a sheet of paper with three boxes at the bottom.

 *Now, let's listen to a word and try to hear the sounds that make up the word. Ready...**tie**. Listen for the sounds: **t...ie**. Put a token in each box to show each sound, starting with this square.*

Point to the first square on students' sheet


 *Listen, I'll say the word again. **Tie**.*

Segment the word again, pausing a second between /**t**/ and /**ie**/, tapping each token.

 *Let's tap on the boxes as we count the sounds in tie. **T... ie**. How many sounds are in the word **tie**? (two) We put two tokens into the boxes, so there are two sounds.*

Follow the same procedure with **bow** (/b/ /ō/).

Then, try the procedure with 3-phoneme words: **fan** (/f/ /ă/ /n/) and **bed** (/b/ /ě/ /d/).


 *Now let's see whether a word has two or three sounds.*

Mix up the 2- and 3-phoneme words (**up, pie, tie, fan, bed**) and follow the same procedure.

Pronounce the word with no pauses. If students have trouble, pause briefly between sounds.

## Independent Application

Give each student three tokens along with a sheet of paper with three boxes at the bottom. Review the procedure for putting a token in each box, left to right, for each sound in a word.

 *Listen to this word: **bug**. Move one token down into the box for each sound you hear in **bug**. How many sounds are in **bug**? You moved three tokens so there are three sounds.*

Repeat more words. Students should place one token in a box for each sound they hear: **row** (two tokens), **cup** (three tokens), **two** (two tokens), **sun** (three tokens).

Pronounce the word with no pauses. If students have trouble, pause briefly between sounds.

## Wrap-up

Check students' understanding.

 *What did we learn today? (words are made up of sounds; we can count sounds in words)*

 *How can you count the sounds in a word? (break apart the word, tap out the sounds, or put a token in a box for each sound)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

Focus on words with only two phonemes.  
Use pictures or objects to support memory if this seems to be an issue.

Suggested two-phoneme words: **key, egg, bee, zoo, knee, shoe, ape, hay**

Say the word and lightly guide students' hands to move one token down for each sound while saying each sound. Then, repeat

the word and have the student move the tokens on their own.

After the concept is grasped with two-phoneme words, repeat the procedure with three-phoneme words.

Suggested three-phoneme words: **net, bug, boat, feet, cup, pot, pig, dog**

### FOR STUDENTS READY TO MOVE ON

Give each student a piece of paper with four boxes and four tokens so they can practice segmenting with three- and four-phoneme words.

Suggested three- and four-phoneme words: **clap, sit, pen, flag, wave, smile**

For each word:

- Have students line up their four tokens above the row of boxes, one above each box.

- Say a word and have students repeat it. Repeat the word and have students pull down a token for each sound they hear in a word that you say.
- When students are done, have them identify the number of sounds in the word.
- Say the word together, sound by sound, pointing to each token in each box. Then blend the word together.



## Description

This lesson is designed to reinforce letter-sound correspondence for beginning consonant sounds. Learning letter-sound correspondence is the foundation for phonic word-attack strategies.

### TEACHER TIPS

The following steps show a lesson in which students work with the letter **m** as an example, but it can be adapted for any initial consonant letter-sound correspondence. Use the Warm-up activity to determine which consonants are problematic for your students.

If students are having trouble discriminating between consonants that are easily confused, such as **b** and **p**, look for the relevant Lexia Lesson for *Similar Consonants*.

During the lesson, isolate and stress the initial consonant sound of each word. Pause slightly before saying the rest of the word: *m...ilk*. Try to avoid adding a vowel sound to the consonant sound. Say /b/ *oat* rather than *buh-oat*. Continuant consonant sounds for the letters **f, h, l, m, n, r, s, v, w, y** and **z** can also be stretched to further draw attention to the sound: *mmm...ouse*.

### PREPARATION/MATERIALS

- Keyword Image Cards and letter tiles (for Warm-up activity)
- A copy of the 8 pictures at the end of this lesson (for display)
- Keyword Image Card for **m** (for display and for students)


## Warm-up

This activity will help you determine which initial consonant letter/sounds are causing problems for students. Use the Keyword Image Cards at the end of this lesson. Mask out everything on the card except the image. Then,


- Go quickly go through each card with students, having them name the image, say the sound they hear at the beginning of that word, and match that sound to a letter.
- Set aside any letter/sound matches that are causing students problems.
- Reintroduce and work with those letter/sounds, one at a time, adapting this lesson.

## Direct Instruction


Give each student a copy of the Keyword Image Card for **m**.

 *Today we're going to match letters and sounds.*

Hold up the Keyword Image Card for **m**.

 *This is a picture of a mouse. Let's listen to the sound at the beginning of mouse: **mmm/ouse**.*

Point to the letter on the card.

 The letter **m** makes the sound /m/ in mouse. **mmm...ouse**. Watch as I use my finger to trace the letter on the card and say its sound at the same time. Now, you trace the letter **m** on the card and say its sound with me: /m/

Hold up or point to a few objects in the room that begin with **m** (e.g., **map, mat, mirror, marble, milk, mouth**). You could also use names of students in your classroom as examples.

 Listen to some other words that begin with the letter **m**.

As you say each name, stress the initial sound (**mmm**), and then blend the sounds to say the word: **mmm/ap, map**. Have students repeat the word after you.


 Good! These words all start with the /m/ sound. They all begin with the letter **m**.

## Guided Practice

Display the Keyword Image Card for **m**.


 *say* Let's listen to some words and see if they begin with the sound of the letter **m**, /mmm/.

Display the picture of **milk**.

 What is this? (**milk**) Let's say the word **milk** together. (**milk**) What sound is at the beginning of **mmm...ilk**? (/m/) What letter makes the /m/ sound? (**m**)

If necessary, refer students to the Keyword Image Card.


Now display the picture of the **sock**.

 What is this? (a sock) Does the word **sock** begin with the /m/ sound? Listen: **sss...ock**. (no) No, **sock** does not begin with /mmm/ sound. It does not begin with the letter **m**.


Follow the same procedure for the pictures of **mop, ball, and monkey**.

## Independent Application

Point to the picture of the Keyword Image Card for **m** to review the letter-sound correspondence.

 *say* Let's review the sound that the letter **m** makes. What's this? (a mouse) What sound do you hear at the beginning of **mouse**? (/m/) What letter spells that sound? (**m**)

Students should have copies of the Keyword Image Card for (**m**)

 I'm going to say some words, one at a time. If you hear the /m/ sound at the beginning of that word, hold up your **m** card.

Shuffle the picture cards together, and display them one at a time. Say the picture name slowly, stressing the initial sound and then repeat it normally: **mmm/op, mop; /b/ all, ball**.

Whenever students hold up their **m** cards (for **mop, moon, monkey, milk, and mitt**), have them say the word and name the beginning letter: **Moon starts with m**.

## Wrap-up

Check students' understanding by asking them what sound they hear at the beginning of the word **milk** and what letter matches that sound.


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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

Use the **m** picture cards in this lesson as flash cards. Say the picture name together, say the beginning sound and the letter name together. For example, **milk**, /m/, **m** says /m/.

As you go through the cards a second time, prompt students:

 *What's this?*  
*What sound does \_\_\_\_\_ start with?*  
*What letter makes that sound?*

Go through the cards a third time, throwing in the pictures of the **sock**, **ball**, and **fork**. Begin this round by having students name the picture and then tell you if this word begins with /m/ or not. If it does, they should identify the letter that says /m/.

### FOR STUDENTS READY TO MOVE ON

Play a guessing game.

Have students think of as many words as they can that begin with **m**. Accept nonsense words if they begin with the /m/ sound.

As students identify objects or people's names that begin with **m**, have them say the

word, trace the letter in the air while saying the sound and then write the letter that matches that sound on paper.

As students learn more letters, the lesson can be adapted to include more than one letter for review.

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®**.



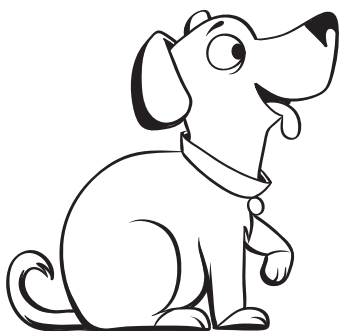
**b**

boy



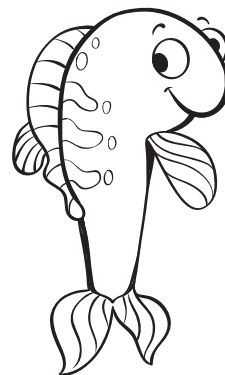
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cat



**d**

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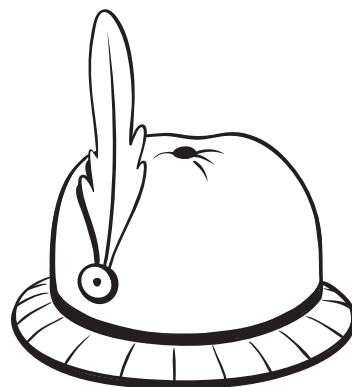
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fish



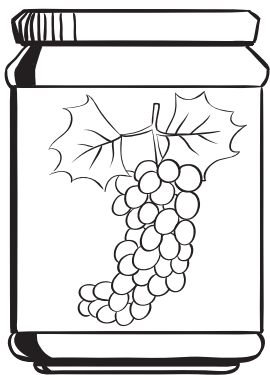
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goat



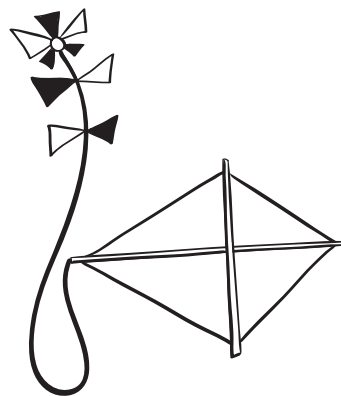
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hat



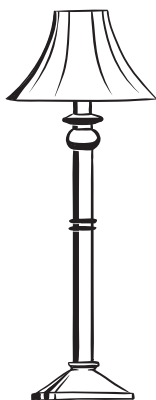
**j**

jam



**k**

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**l**

lamp



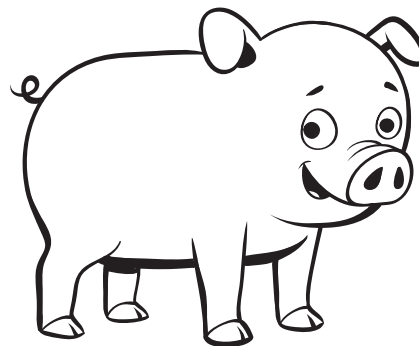
**m**

mouse



**n**

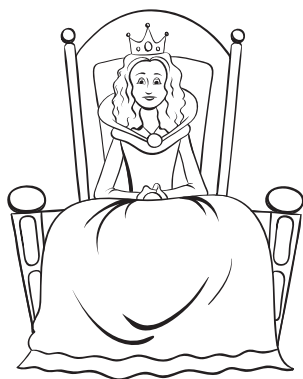
nose



**p**

pig





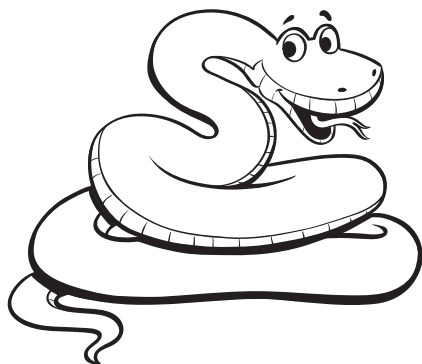
**qu**

queen



**r**

rain



**s**

snake



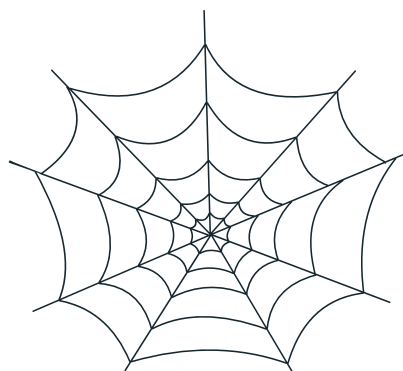
**t**

toe



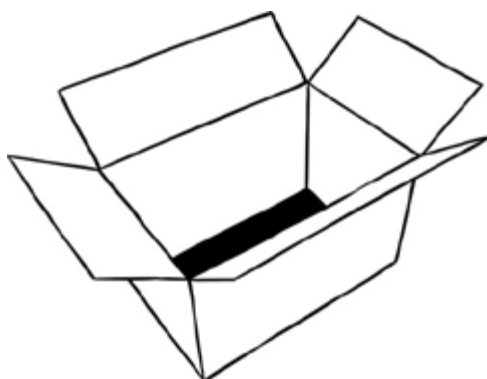
**v**

volcano



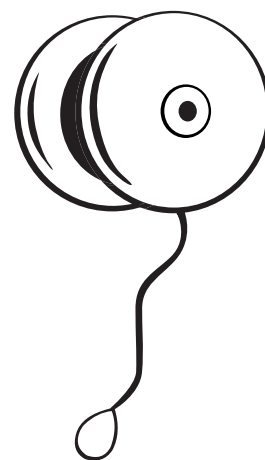
**w**

web



**x**

box



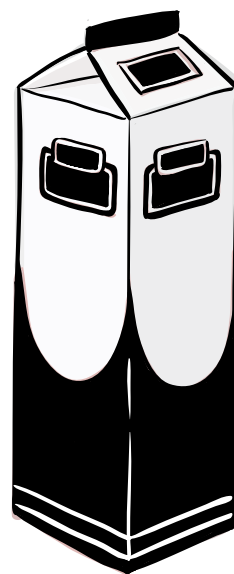
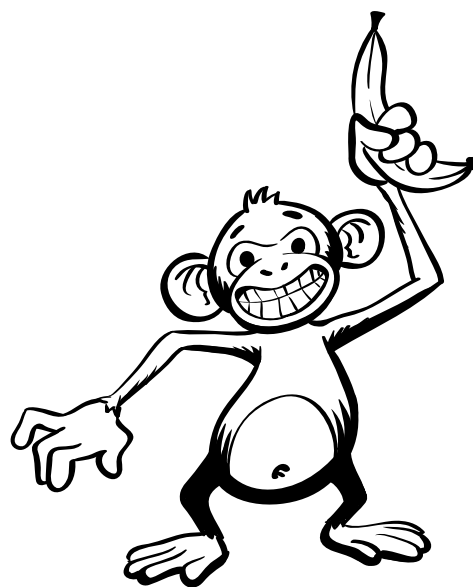
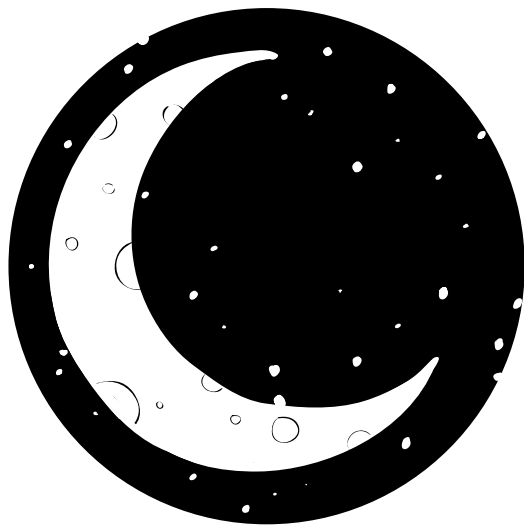
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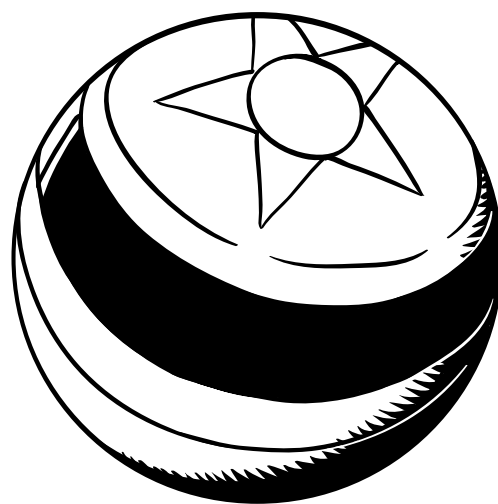
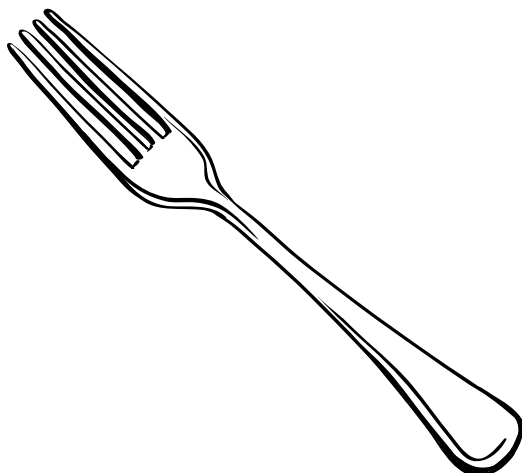
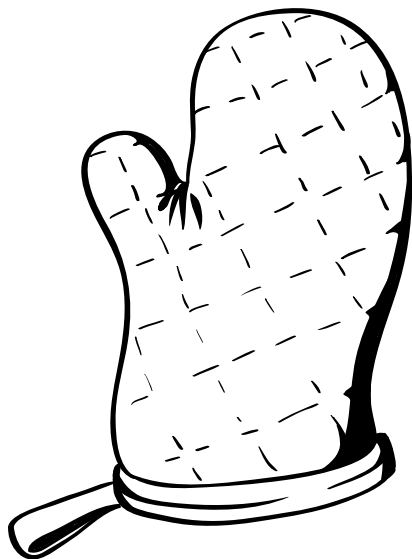
yo-yo



**Z**

zebra







## Description

This lesson is designed to give students practice discriminating between two consonants that have similar sounds, **b** and **p**. These consonants are made in the same place in the mouth but one is voiced (/b/ as in *boy*) and one is not (/p/ as in *pail*).

## TEACHER TIPS

When you pronounce the initial consonant in words beginning with **b** or **p**, try to avoid adding a vowel sound to the consonant sound. Say /b/ *oat* rather than *buh-oat*. For /p/, release a short, burst of air, and be very careful not to use your voice, because it will make /p/ sound like /b/.

For more instructional strategies, see the other Lexia Lessons for consonants with similar sounds.

## PREPARATION/MATERIALS

- Keyword Image Cards for **b** and **p** (for display)
- A copy of the 8 pictures and the letter cards at the end of this lesson (for display)

## Direct Instruction

*say* Today we're going to learn to hear the difference between two consonants that sound a lot alike: **b** and **p**.

Hold up the Keyword Image Card for **b**.

*say* This is a picture of a boy. Listen to the beginning sound in **boy**: /b/ oy.

Point to the letter on the card.

*say* The letter **b** makes the /b/ sound. Watch my mouth and listen to my voice as I say the sound for **b**, /b/. I put my lips together then pop them open. When I put my hand on my throat, I can feel it move and I hear it make a noisy sound. Now say it with me and feel your throat move: /b/, /b/, /b/. Put your hands over your ears and listen for the noisy sound: /b/, /b/, /b/.

Use the same procedure to introduce the letter/sound association for **p** as in **pig**. When you have students watch your mouth as you say /p/, point out that your voice is quiet. Have students feel their throat and cover their ears to reinforce the quiet/noisy concept.

*say* I put my lips together and pop them open to make the sounds for **b** and **p**. I turn on my voice for /b/ but my voice stays quiet for /p/. Listen as I say each sound again: /bbb/, /ppp/.

Hold up the Keyword Image Card for **b**.

*say* The word **boy** begins with the sound for the letter **b**. Listen: /b/ oy, **boy**.

Hold up the Keyword Image Card for **p**.

*say* The word **pig** begins with the sound for the letter **p**. Listen: /p/ ig, **pig**.

## Guided Practice

Display the Keyword Image Cards for **b** and **p**.

 *Now let's listen to words that begin with either **b** or **p**.*

Display the picture of a **bug**.

 *This is a bug. What sound do you hear at the beginning of **bug**, /b/ ug? (/b/)*

*Listen again: /b/ ug. Put your hands over your ears and say /b/ ug, bug.*

*Do you hear a noisy or a quiet consonant at the beginning of **bug**? (noisy)*

*What letter makes the sound that you hear at the beginning of the word **bug**? (b)*

Display the picture of a **pail**. Follow the same procedure. Students should indicate that they hear a quiet consonant sound and point to the **p** card.

Display the pictures for **book, box, bell, pen, pie** and **pot** in a mixed-up order. As you say each word, pause after the initial consonant and then blend the sounds together: /b/ ell, **bell**. Have students repeat after you and point out that the word begins with either a noisy **b** or a quiet **p**.

If you think students need additional practice, repeat the same procedure with other pictures of words beginning with **b** and **p**.

## Independent Application

Display the Keyword Image Cards for **b** and **p**.


 *Which letter makes this sound: /b/, /p/? (b) Check by saying the sound with your hands over your ears.*

With the two cards still on display, use the same routine for **p**.

Then, give each student a **b** and a **p** card. Make sure they are oriented properly.

Display the pictures from the end of the lesson, one at a time. Say the picture name aloud and have students identify if the first sound is noisy or quiet.

Have students hold up the letter, **b** or **p**, that matches the beginning sound in each picture name. For example, display the picture of the **book**.

 *This is a book. Which sound do you hear at the beginning of **book**? (/b/) Is this sound noisy or quiet? (noisy) What letter is at the beginning of **book**? (Students hold up the **b** card.)*

## Wrap-up

Check students' understanding.

 *How do the sounds for the letters **b** and **p** differ? (**B** is noisy. **P** is quiet.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

If students still have trouble discriminating between the sounds of **b** and **p**, use the picture cards as flash cards:

- First go through the **b** pictures, saying the picture name together, saying the letter sound /b/ and the letter name together. For example: **box**, /b/, **b** says /b/. Draw

attention to the strategy for determining whether the sound is noisy or quiet (put hands over ears).

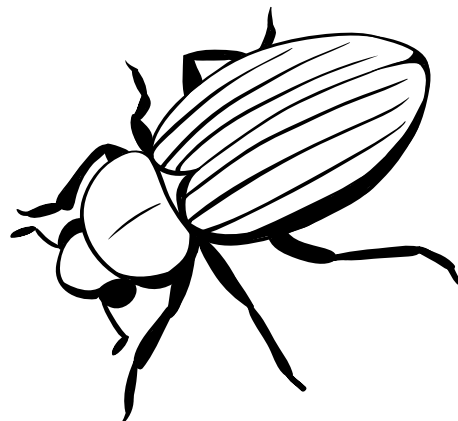
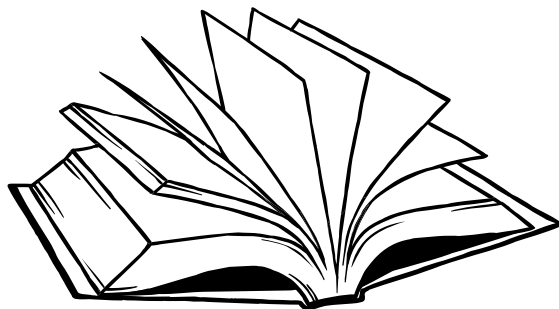
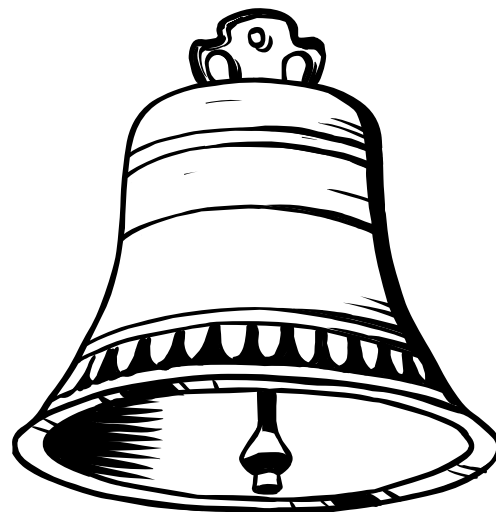
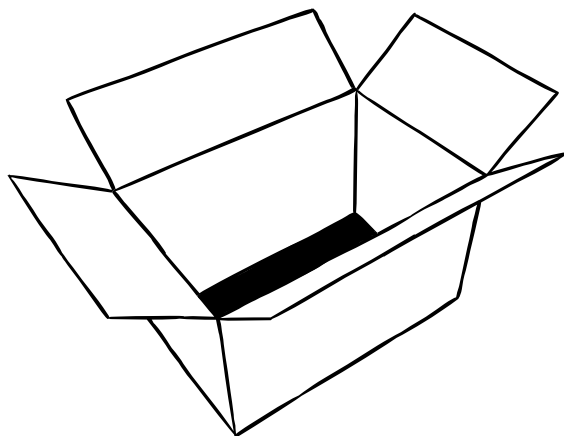
- Do the same with the **p** pictures.
- Try mixing the cards together. If this causes any confusion, go back to working with one letter at a time.

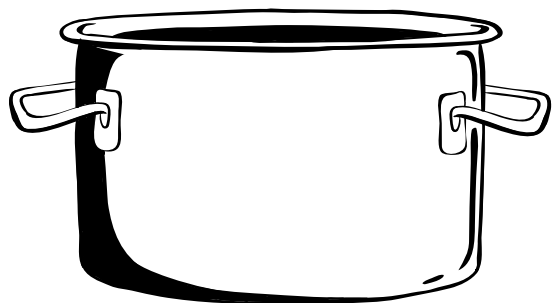
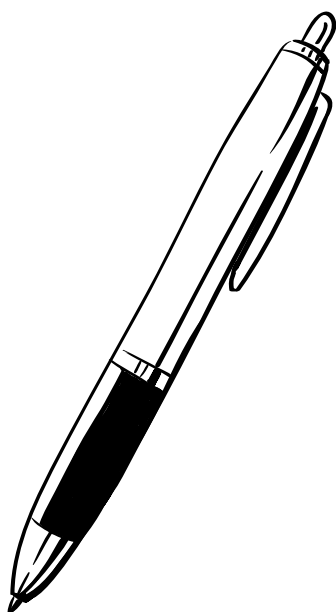
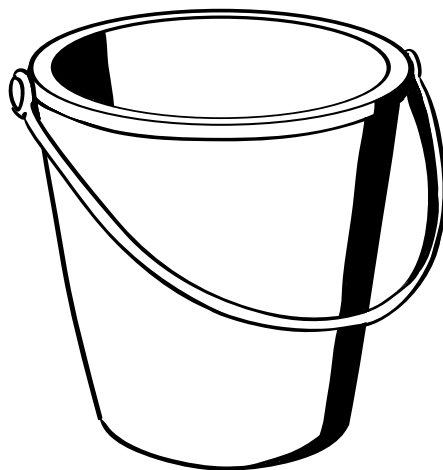
### FOR STUDENTS READY TO MOVE ON

**Option 1:** Hold up the Keyword Image Cards for **b** and **p**, one at a time. Have students identify the letter and the sound it makes. Then, challenge them to think of as many words as they can that begin with that letter/sound. Accept nonsense words if they begin with the proper letter/sound.

**Option 2:** Display each picture card used in the lesson and have students identify the beginning letter/sound. Then, direct them to pick one of the **b** pictures and one of the **p** pictures and draw a picture with both of them in it. Then, have them include other pictures of objects that begin with **b** and **p**. When they are done, they can challenge others to find what begins with **b** in their picture and what begins with **p**.









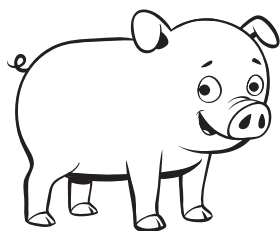
b



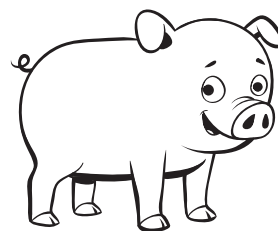
b



p



p





## Description

This lesson is designed to give students practice discriminating between two consonants that have similar sounds, **d** and **t**. These consonants are made in the same place in the mouth but one is voiced (/d/ as in *dog*) and one is not (/t/ as in *toe*).

## TEACHER TIPS

When you pronounce the initial consonant in words beginning with **d** or **t**, try to avoid adding a vowel sound to the consonant sound. Say /d/ *og* rather than *duh-og*. For /t/, *tap* your tongue lightly on the back of your front teeth, and be very careful not to use your voice, because it will make /t/ sound like /d/.

For instructional strategies on other consonants with similar sounds, please refer to the other Lexia Lessons.

## PREPARATION/MATERIALS

- Keyword Image Cards for **d** and **t** (for display)
- A copy of the 8 pictures and the letter cards at the end of this lesson (for display)

## Direct Instruction

*say Today we're going to learn to hear the difference between two consonants that sound a lot alike, **d** and **t**.*

Hold up the Keyword Image Card for **d**.

*This is a picture of a dog. Listen to the beginning sound in **dog**: /d/ *og*.*

Point to the letter on the card.

*The letter **d** makes the /d/ sound. Watch my mouth and listen to my voice as I say the sound for d, /d/. I tap my tongue lightly on the back of my teeth. When I put my hand on my throat, I can feel it move and I hear it make a noisy sound. Now say it with me and feel your throat move: /d/, /d/, /d/. Put your hands over your ears and listen for the noisy sound: /d/, /d/, /d/.*

Use the same procedure to introduce the letter/sound association for **t** as in **toe**.

When you have students watch your mouth as you say /t/, point out that your voice is quiet and have them feel their throat and cover their ears to reinforce the quiet/noisy concept.

*I tap my tongue lightly on the back of my teeth to make the sounds for **d** and **t**. I turn on my voice for /d/ but my voice stays quiet for /t/. /ddd/, /ttt/.*

Hold up the Keyword Image Card for **d**.

*The word **dog** begins with the sound for the letter **d**. Listen: /d/ *og*, **dog**.*

Hold up the Keyword Image Card for **t**.

*The word **toe** begins with the sound for the letter **t**. Listen: /t/ *oe*, **toe**.*

## Guided Practice

Display the Keyword Image Cards for **d** and **t**.

 *Now let's listen to words that begin with either **d** or **t**.*

Display the picture of a **desk**.

 *This is a desk. What sound do you hear at the beginning of **desk**, /d/ esk? (/d/)*

*Listen again: /d/ esk. Put your hands over your ears and say /d/ esk, **desk**.*

*Do you hear a noisy or a quiet consonant at the beginning of **desk**? (noisy, /d/)*

*What letter makes the sound you hear at the beginning of the word **desk**? (d)*

Display the picture of a **table**. Follow the same procedure. Students should indicate that they hear a quiet consonant sound and point to the **t** card.

Display the pictures for **deer**, **doll**, **door**, **tail**, **ten**, and **tack** in a mixed-up order. As you say each word, pause after the initial consonant and then blend the sounds together: /d/ eer, **deer**. Have students repeat after you. Point out that the word begins with either a noisy **d** or a quiet **t**.

If you think students need additional practice, repeat the same procedure with other pictures of words beginning with **d** and **t**.

## Independent Application

Display the Keyword Image Cards for **d** and **t**. Say the sound for one of these consonants and have students identify the letter. For example:

 *Which letter makes this sound: /d/, /d/? (d) Check by saying the sound with your hands over your ears.*


With the two cards still held up, use the same routine for **t**.

With the Keyword Image Cards on display, give each student a **d** and a **t** card.

Display the pictures from the end of the lesson, one at a time. Say the picture name aloud and have students identify whether the first sound is noisy or quiet.

Have students hold up the letter, **d** or **t**, that matches the beginning sound in each picture name.

For example, display the **doll** card.

 *This is a doll. Which sound do you hear at the beginning of **doll**? (/d/)*

*Is this sound noisy or quiet? (noisy)*

*What letter is at the beginning of **doll**? (Students hold up the **d** card.)*

## Wrap-up

Check students' understanding.

 *How do the sounds for the letters **d** and **t** differ? (**D** is noisy. **T** is quiet.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

If students are having trouble discriminating between the sounds of **d** and **t**, use the picture cards with the Keyword Image Cards as flashcards.

- First go through the **d** pictures, saying the picture name together, saying the letter sound /d/ and the letter name together. For example: **doll**, /d/, **d** says /d/. Draw

attention to the strategy for determining whether the sound is noisy or quiet (put hands over ears).

- Do the same with the **t** pictures.
- Try mixing the cards together. If this causes any confusion, go back to working with one letter at a time.

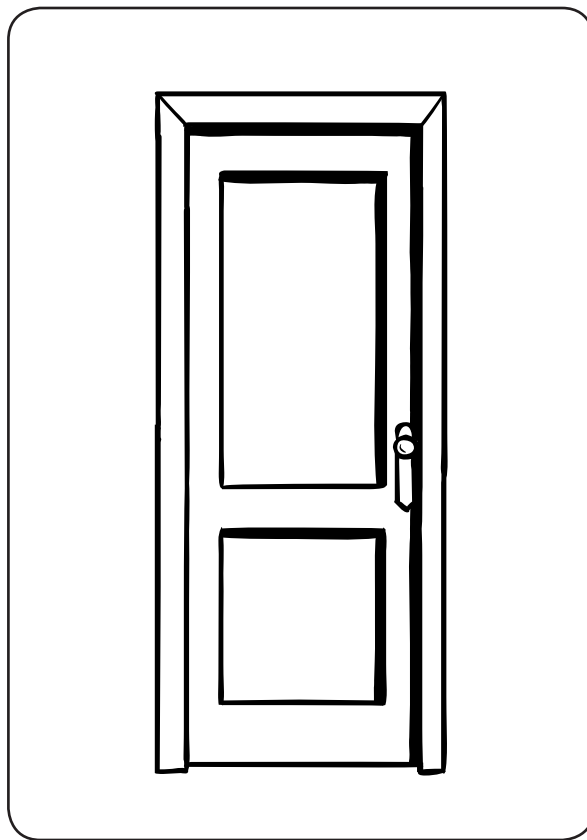
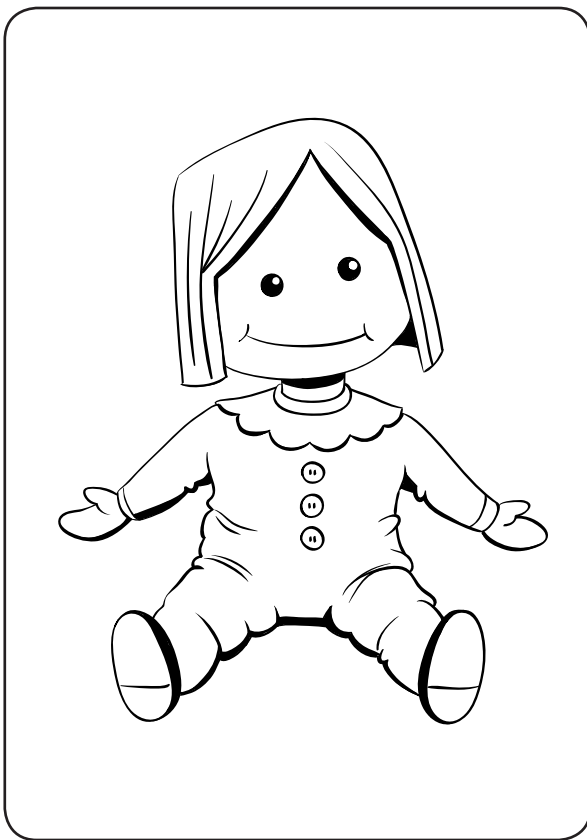
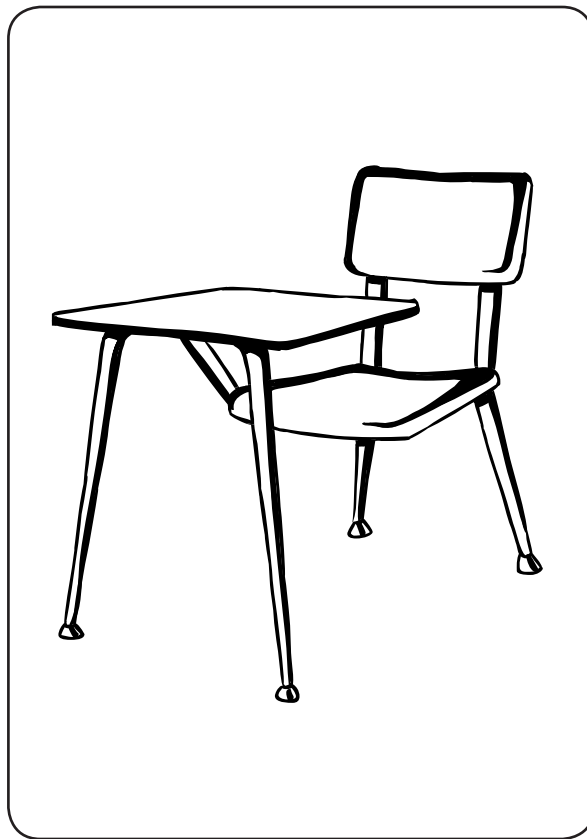
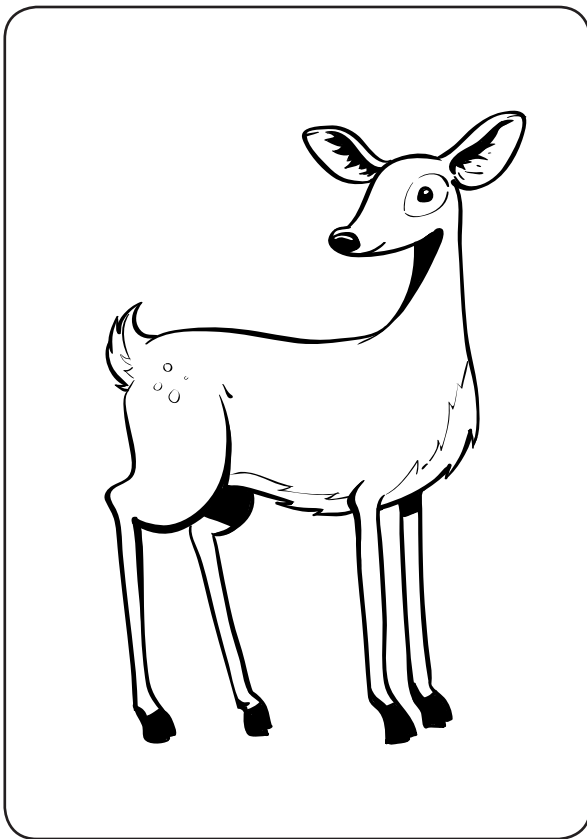
### FOR STUDENTS READY TO MOVE ON

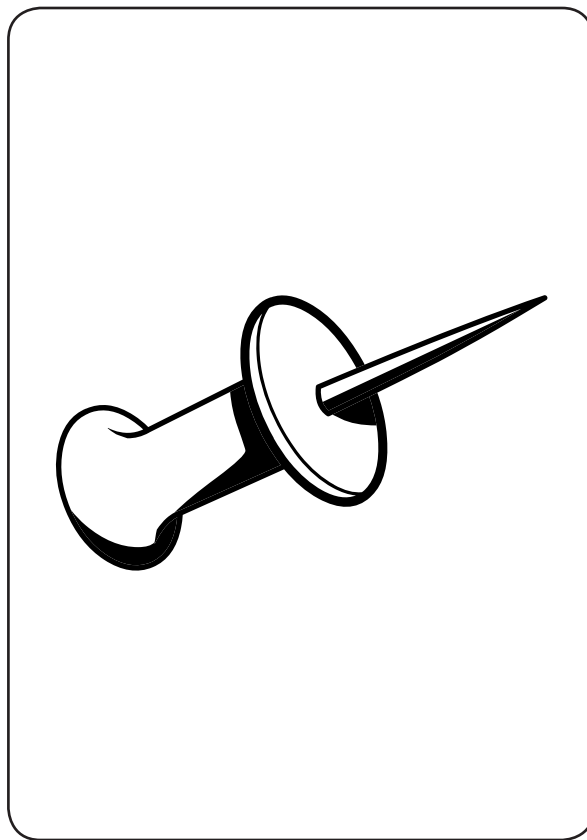
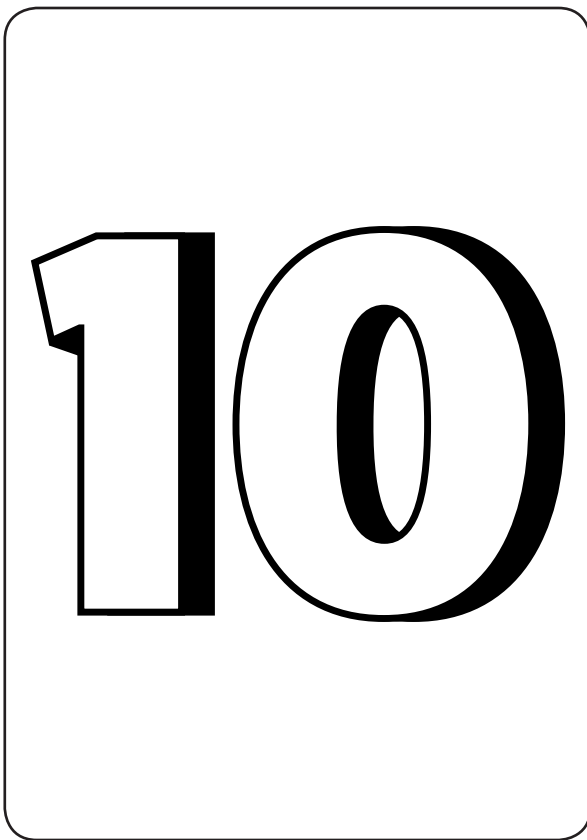
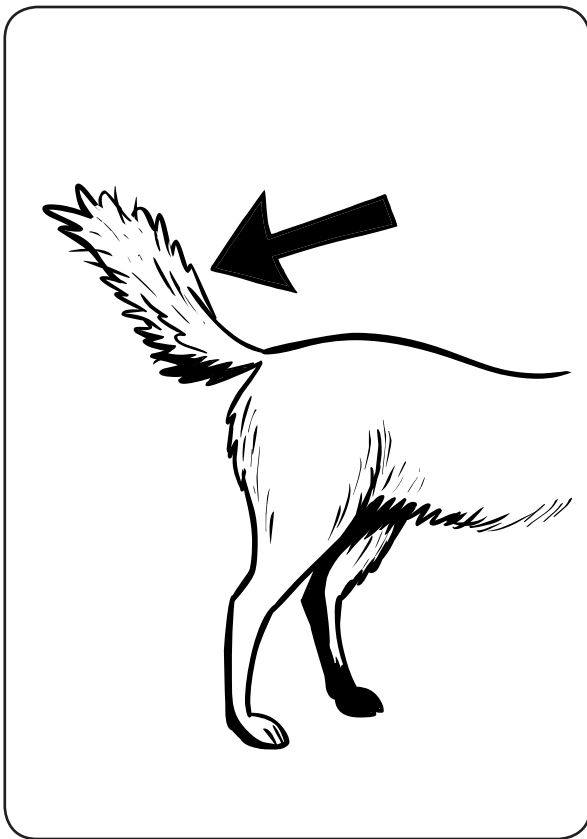
**Option 1:** Hold up the Keyword Image Cards for **d** and **t**, one at a time. Have students identify the letter and the sound it makes. Then challenge them to think of as many words as they can that begin with that letter/sound. Accept nonsense words if they begin with the proper letter/sound.

**Option 2:** Display each picture card used in the lesson and have students identify the beginning letter/sound. Then direct them to pick one of the **d** pictures and one of the **t** pictures and draw a picture with both of them in it. Then have them include other pictures of objects that begin with **d** and **t**. When they are done, they can challenge others to find what begins with **d** in their picture and what begins with **t**.

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®**.









d



d



t



t





## Description

This lesson is designed to give students practice discriminating between two consonants that have similar sounds, **v** and **f**. These consonants are made in the same place in the mouth but one is voiced (/v/ as in *volcano*), and one is not (/f/ as in *fish*).

## TEACHER TIPS

When you pronounce the initial consonant in words beginning with **v** or **f**, stretch out the beginning consonant sound and pause slightly before saying the rest of the word (*vvv...olcano*, *fff...ish*). For /f/, be very careful not to use your voice to make the **f** sound louder for students to hear, because it will make /f/ sound like /v/.

For instructional strategies on other consonants with similar sounds, please refer to the other Lexia Lessons.

## PREPARATION/MATERIALS

- Keyword Image Cards for **v** and **f** (for display)
- A copy of the 8 pictures and the letter cards at the end of this lesson (for display)

## Direct Instruction

***say** Today we're going to learn to hear the difference between two consonants that sound a lot alike, **v** and **f**.*

Hold up the Keyword Image Card for **v**.

*This is a picture of a volcano. Listen to the beginning sound in volcano: **/vvv/...olcano**.*

Point to the letter on the card.

*The letter **v** makes the /vvv/ sound. Watch my mouth and listen to my voice as I say the sound for **v**, /vvv/. I put my upper teeth on my bottom lip and blow out air. When I put my hand on my throat, I can feel it move and I hear it make a noisy sound. Now say it with me and feel your throat move: /vvv/. Put your hands over your ears and listen for the noisy sound: /vvv/.*

Use the same procedure to introduce the letter/sound association for **f**.

When you have students watch your mouth as you say **/fff/**, point out that your voice is quiet and have them feel their throat and cover their ears to reinforce the quiet/noisy concept.

*I put my upper teeth on my bottom lip and blow out air to make the sounds for **v** and **f**. I turn on my voice for /vvv/ but my voice stays quiet for /fff/. /vvv/, /fff/.*

Hold up the Keyword Image Card for **v**.

*The word volcano begins with the sound for the letter **v**. Listen: **/vvv/...olcano, volcano**.*

Hold up the Keyword Image Card for **f**.


*The word fish begins with the sound for the letter **f**. Listen: **/fff/...ish, fish**.*

## Guided Practice

Display the Keyword Image Cards for **v** and **f**.

 Now let's listen to words that begin with either **v** or **f**.

Display the picture of a **van**.

 This is a van. What sound do you hear at the beginning of **van**, /vvv/ **an**? (/vvv/)

Listen again: /vvv/ ...**an**. Put your hands over your ears and say /vvv/...**an**.

Do you hear a noisy or a quiet consonant at the beginning? (noisy, /vvv/)

What letter makes the sound that you hear at the beginning of the word **van**? (**v**)

Display the picture of a **foot**. Follow the same procedure. Students should indicate that they hear a quiet consonant sound and point to the **f** card.

Display the pictures for **valentine**, **vase**, **vest**, **fan**, **foot**, **fork** and **five** in a mixed-up order. As you say each word, pause after the initial consonant and then blend the sounds together: /vvv/ **alentine**, **valentine**. Have students repeat after you and point out that the word begins with either a noisy **v** or a quiet **f**.

If you think students need additional practice, repeat the same procedure with other pictures of words beginning with **v** and **f**.

## Independent Application

Display the Keyword Image Cards for **v** and **f**. Say the sound for one of these consonants, and have students identify the letter. For example:

 Which letter makes this sound: /vvv/? (**v**) Check by saying the sound with your hands over your ears.


With the two cards still held up, use the same routine for **f**.

With the Keyword Image Cards on display, give each student a **v** and an **f** card.

Display the pictures from the end of the lesson, one at a time. Say the picture name aloud and have students identify whether the first sound is noisy or quiet.

Have students hold up the letter, **v** or **f**, that matches the beginning sound in each picture name.

For example, display the **vase** card.

 This is a vase. Which sound do you hear at the beginning of **vase**? (/vvv/)

Is this sound noisy or quiet? (noisy).

What letter is at the beginning of **vase**? (Students hold up the **v** card.)

## Wrap-up

Check students' understanding.

 *How do the sounds for the letters **v** and **f** differ? (**V** is noisy. **F** is quiet.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

If students are having trouble discriminating between the sounds of **v** and **f**, use the picture cards with the Keyword Image Cards as flash cards.

- First go through the **v** pictures, saying the picture name together, saying the letter sound /vvv/ and the letter name together. For example: **van**, /vvv/, **v** says /v/. Draw

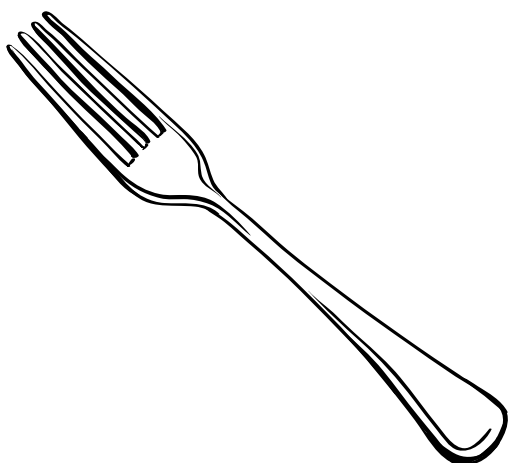
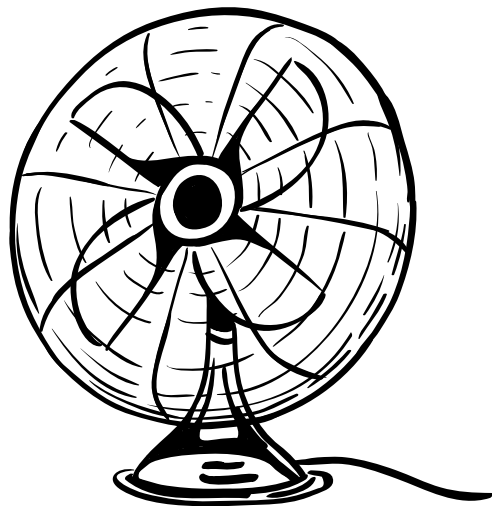
attention to the strategy for determining whether the sound is noisy or quiet (put hands over ears).

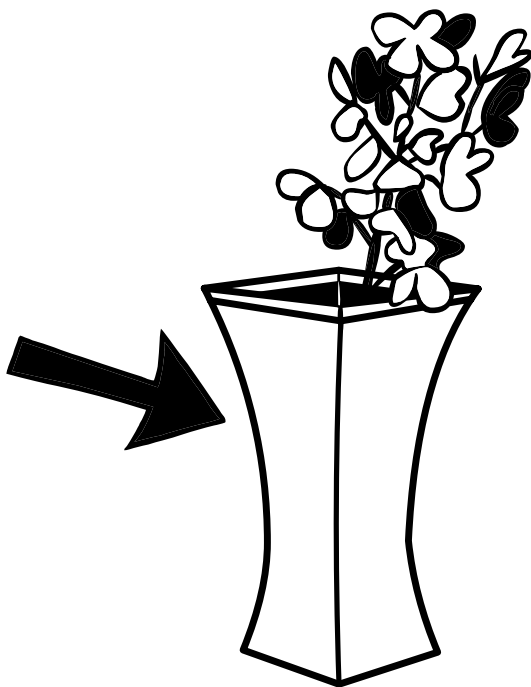
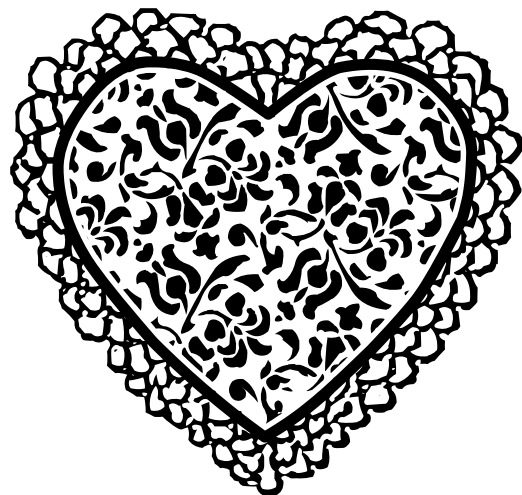
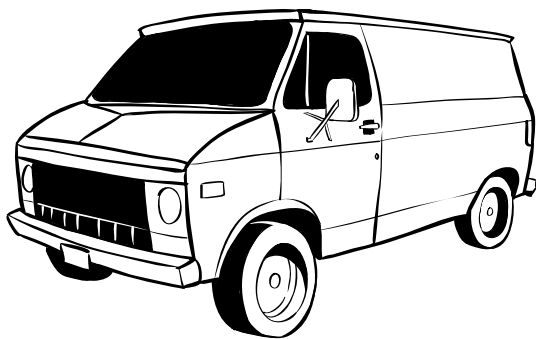
- Do the same with the **f** pictures.
- Try mixing the cards together. If this causes any confusion, go back to working with one letter at a time.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Hold up the Keyword Image Cards for **v** and **f**, one at a time. Have students identify the letter and the sound it makes. Then challenge them to think of as many words as they can that begin with that letter/sound. Accept nonsense words if they begin with the proper letter/sound.

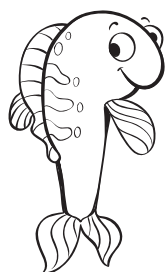
**Option 2:** Have students draw a letter **v** on a piece of paper. Then have them turn this **v** into something that begins with **v**. When they are done, students can share and compare, naming all the pictures and identifying the first letter in the picture's name. Do the same with the letter **f**.



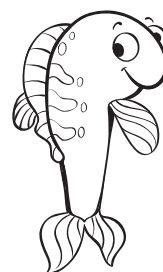




**f**



**f**



**v**



**v**





## Description

This lesson is designed to give students practice discriminating between two consonants that have similar sounds and shapes, **z** and **s**. These consonant sounds are made in the same way by blowing out a small stream of air, but one is voiced (/z/ as in *zebra*), and one is not, (/s/ as in *snake*).

## TEACHER TIPS


When you pronounce the initial consonant in words beginning with **z** or **s**, stretch out the beginning consonant sound and pause slightly before saying the rest of the word (zzz...ebra, sss...nake). For /s/, be very careful not to use your voice to make the s sound louder for students to hear, because it will make /s/ sound like /z/.

For instructional strategies on other consonants with similar sounds, please refer to the other Lexia Lessons.

## PREPARATION/MATERIALS

- Keyword Image Cards for **z** and **s** (for display)
- A copy of the 8 pictures and the letter cards at the end of this lesson (for display)


## Direct Instruction

 Today we're going to learn to hear the difference between two consonants that sound a lot alike, **z** and **s**.

Hold up the Keyword Image Card for **z**.


 This is a picture of a zebra. Listen to the beginning sound in **zebra**: /zzz/...ebra.

Point to the letter on the card.

 The letter **z** makes the /zzz/ sound. Watch my mouth and listen to my voice as I say the sound for z, /zzz/. I blow out a small stream of air. When I put my hand on my throat, I can feel it move and I hear it make a noisy sound. Now say it with me and feel your throat move: /zzz/. Put your hands over your ears and listen for the noisy sound: /zzz/.

Use the same procedure to introduce the letter/sound association for **s**.

When you have students watch your mouth as you say /sss/, point out that your voice is quiet and have them feel their throat and cover their ears to reinforce the quiet/noisy concept.

 I blow out a small stream of air to make the sounds for z and s. I turn on my voice for /zzz/, but my voice stays quiet for /sss/.

Hold up the Keyword Image Card for **z**.

 The word **zebra** begins with the sound for the letter **z**. Listen: /zzz/...ebra, **zebra**.

Hold up the Keyword Image Card for **s**.

 The word **snake** begins with the sound for the letter **s**. Listen: /sss/...nake, **snake**.



## Guided Practice

Display the Keyword Image Cards for **z** and **s**.

 *Now let's listen to words that begin with either **z** or **s**.*

Display the picture of a **zero**.

 *This is a zero. What sound do you hear at the beginning of **zero**, /zzz/ **ero**? (/zzz/)*

*Listen again: /zzz/ ...**ero**. Put your hands over your ears and say /zzz/...**ero**.*

*Do you hear a noisy or a quiet consonant at the beginning? (noisy, /zzz/)*

*What letter makes the sound that you hear at the beginning of the word **zero**? (z)*


Display the picture of a **sock**. Follow the same procedure. Students should indicate that they hear a quiet consonant sound and point to the **s** card.

Display the pictures for **zipper**, **zoo**, **zigzag**, **sun**, **sock**, and **saw** in a mixed-up order. As you say each word, pause after the initial consonant and then blend the sounds together: /zzz/... **ipper**, **zipper**. Have students repeat after you and point out that the word begins with either a noisy **z** or a quiet **s**.

If you think students need additional practice, repeat the same procedure with other pictures of words beginning with **z** and **s**.

## Independent Application

Display the Keyword Image Cards for **z** and **s**. Say the sound for one of these consonants, and have students identify the letter. For example:

 *Which letter makes this sound: /zzz/? (z) Check by saying the sound with your hands over your ears.*


With the two cards still held up, use the same routine for **s**.

With the Keyword Image Cards on display, give each student an **z** and an **s** card.

Display the pictures from the end of the lesson, one at a time. Say the picture name aloud and have students identify whether the first sound is noisy or quiet.

Have students hold up the letter, **z** or **s**, that matches the beginning sound in each picture name.

For example, display the **zoo** card.

 *This is a zoo. Which sound do you hear at the beginning of **zoo**? (/zzz/)*

*Is this sound noisy or quiet? (noisy)*

*What letter is at the beginning of **zoo**? (Students hold up the **z** card.)*

## Wrap-up

Check students' understanding.

**say** How do the sounds for the letters **z** and **s** differ? (**Z** is noisy. **S** is quiet.)

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

If students are having trouble discriminating between the sounds of **z** and **s**, use the picture cards with the Keyword Image Cards as flashcards.

- First go through the **z** pictures, saying the picture name together, saying the letter sound /z/ and the letter name together. For example: **zipper**, /z/, **z** says /z/.

Draw attention to the strategy for determining whether the sound is noisy or quiet (put hands over ears).

- Do the same with the **s** pictures.
- Try mixing the cards together. If this causes any confusion, go back to working with one letter at a time.

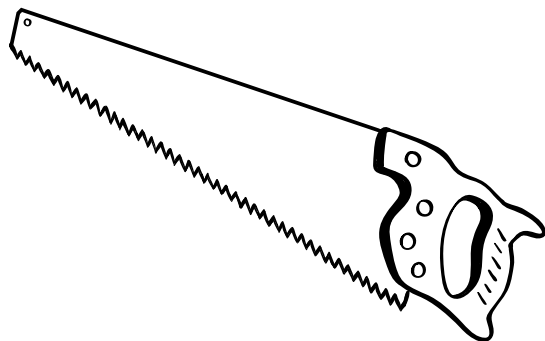
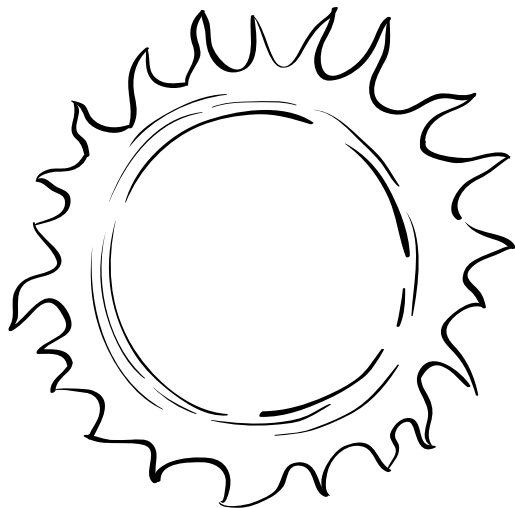
### FOR STUDENTS READY TO MOVE ON

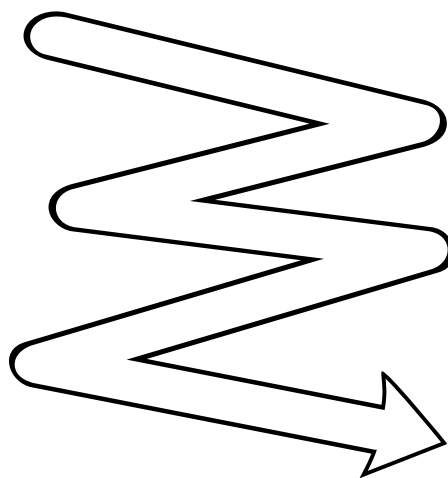
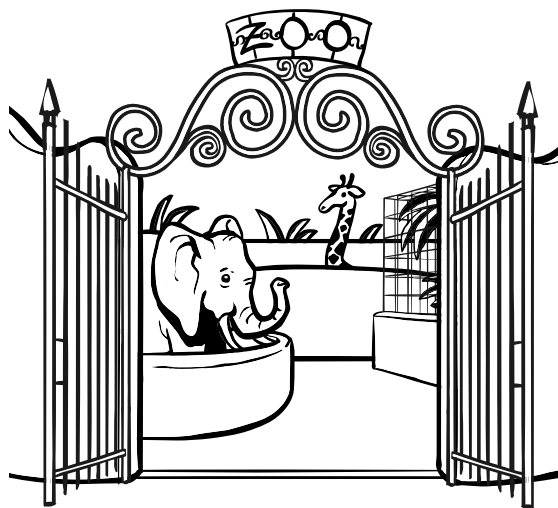
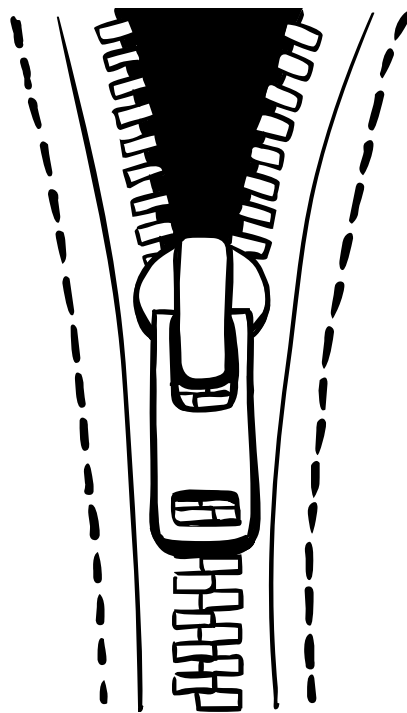
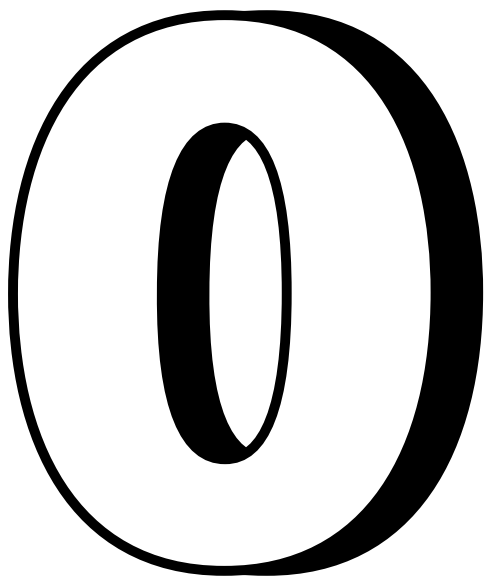
**Option 1:** Have students draw a letter **z** on a piece of paper. Then have them turn this **z** into something whose name begins with **z**—but not zigzag! When they are done, students can share and compare, naming all the pictures and identifying the first letter in the picture's name. Do the same with the letter **s**, telling students that they can't do snake.

**Option 2:** Ask students to take turns picking a different **z** and **s** picture card. Have the group identify each picture name, beginning sound, and beginning letter. Then have the group come up with an oral sentence that contains both words.

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®**.







S



S



Z



Z





## Description

This lesson is designed to give students practice discriminating between two consonants that have similar sounds and shapes, **m** and **n**. These consonant sounds are made by blocking air from going through your mouth so the sound comes through the nose (/m/ as in *mouse*) and (/n/ as in *nose*). Your lips block the air for /m/ and your tongue blocks the air for /n/.

## TEACHER TIPS


When you pronounce the initial consonant in words beginning with m or n, stretch out the beginning consonant sound and pause slightly before saying the rest of the word (*mmm...ouse*, *nnn...ose*). Try to avoid adding a vowel sound to the consonant sound. Say /mmm/ rather than *muh*.

For instructional strategies on other consonants with similar sounds, please refer to the other Lexia Lessons.

## PREPARATION/MATERIALS

- Keyword Image Cards for **m** and **n** (for display)
- A copy of the 8 pictures and the letter cards at the end of this lesson (for display)


## Direct Instruction

 *Today we're going to learn to hear the difference between two consonants that sound a lot alike, **m** and **n**.*


Hold up the Keyword Image Card for **m**.

 *This is a picture of a monkey. Listen to the beginning sound in **monkey**: /mmm/...onkey.*

Point to the letter on the card.

 *The letter **m** makes the /mmm/ sound. When I make the /mmm/ sound, my lips are together and the sound comes through my nose. Watch and listen as I say the sound for **m**: /mmm/. Now put your lips together and say /mmm/. The sound for **m** is /mmm/.*

Have students hold their nose closed with their fingers and try to say /mmm/.

 *Could you say /mmm/ when you were holding your nose closed?*

Use the same procedure to introduce the letter/sound association for **n**. The sound for **n** is also made by producing the sound through the nose but air is stopped by the tongue rather than the lips. Point out that the keyword is *nose*. Say both sounds, /mmm/ and /nnn/, a few times, so students can observe the difference in your mouth and in the sounds.

Hold up the Keyword Image Card for **m**.


 *The word **mouse** begins with the sound for the letter **m**. Listen: /mmm/ ouse, **mouse**.*

Hold up the Keyword Image Card for **n**.


 *The word **nose** begins with the sound for the letter **n**. Listen: /n/ ose, **nose**.*

## Guided Practice

Display the Keyword Image Cards for **m** and **n**.

 *Now let's listen to words that begin with either **m** or **n**.*

Display the picture of a **monkey**.

 *This is a monkey. What sound do you hear at the beginning of monkey, /mmm/...onkey? (/mmm/)*

*Listen again: /mmm/ ...onkey. Use your hand to close off your nose and try to say /mmm/...onkey.*

*Is it possible to say /mmm/ ...onkey with your nose closed off? (no)*

*What letter makes the sound that you hear at the beginning of the word **monkey**? (Students should point to the **m** card.)*

Display the picture of a **nest**. Follow the same procedure. Students should indicate that they cannot produce /nnn/ with their nose closed off and point to the **n** card.

Display the pictures for **moon, mop, milk, nine, neck, and nut** in a mixed up order. As you say each word, pause after the initial consonant and then blend the sounds together: /mmm/...**oon, moon**. Have students repeat after you. Point out that the word begins with your lips blocking air (/mmm/) or your tongue blocking air (/nnn/) to make the sound come through the nose.

If you think students need additional practice, repeat the same procedure with other pictures of words beginning with **m** and **n**.

## Independent Application

Display the Keyword Image Cards for **m** and **n**. Say the sound for one of these consonants and have students identify the letter. For example:

 *Which letter makes this sound: /mmm/? (**m**)*

If necessary use the keyword **mouse** as an example of a word starting with /mmm/ and note that you make this sound with your lips blocking the air so it goes through the nose.

With the two cards still held up, use the same routine for **n**.


With the Keyword Image Cards on display, give each student an **m** and an **n** card.

Have students draw a nose on the **m** and **n** cards.

Display the pictures from the end of the lesson, one at a time. Say the picture name aloud and have students identify whether their lips or their tongue is blocking the air when they make the beginning sound.

Have students hold up the letter, **m** or **n**, that matches the beginning sound in each picture name.

For example, display the **mop** card.

 *This is a mop. Which sound do you hear at the beginning of **mop**? (/mmm/) Are your lips blocking the air or your tongue? What letter is at the beginning of **mop**? (Students hold up the **m** card.)*

## Wrap-up

Check students' understanding.

**say** How are the sounds for the letters **m** and **n** the same, and how do they differ? (Both are made through your nose, but for **m** your lips are blocking the air in your mouth and for **n** your tongue is).

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

If students still have trouble discriminating between the sounds of **m** and **n**, use the picture cards and the Keyword Image Cards as flashcards.

- First go through the **m** pictures, saying the picture name together, saying the letter sound /m/ and the letter name together.

For example: **moon**, /mmm/, **m** says /mmm/.

- Do the same with the **n** pictures.
- Try mixing the cards together. If this causes any confusion, go back to working with one letter at a time.

### FOR STUDENTS READY TO MOVE ON

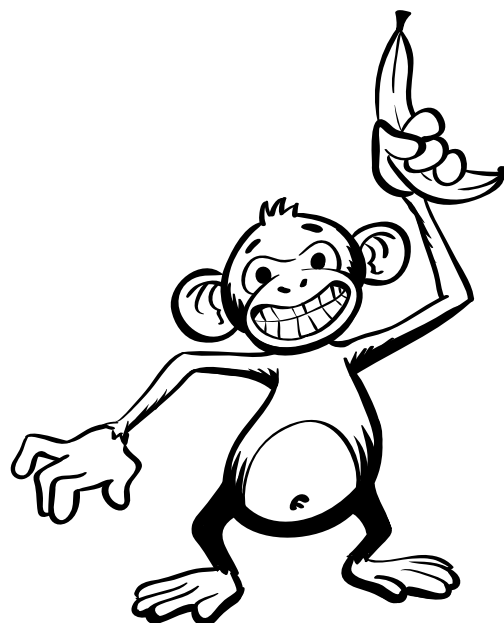
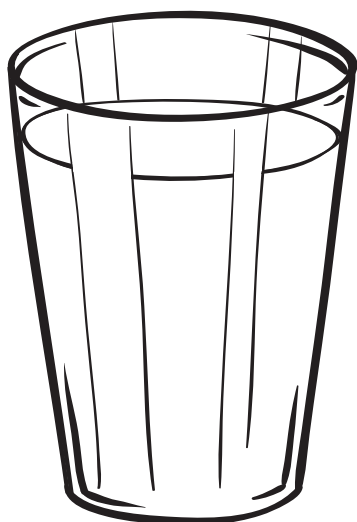
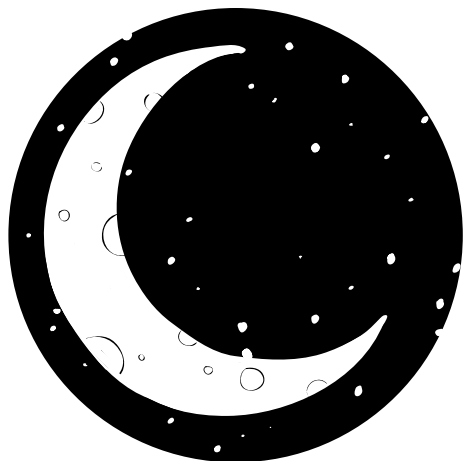
**Option 1:** Hold up the Keyword Image Cards for **m** and **n**, one at a time. Have students identify the letter and the sound it makes. Then challenge them to think of as many words as they can that begin with that letter/sound. Accept nonsense words if they begin with the proper letter/sound.

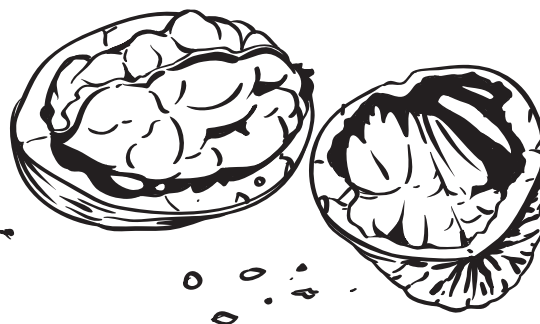
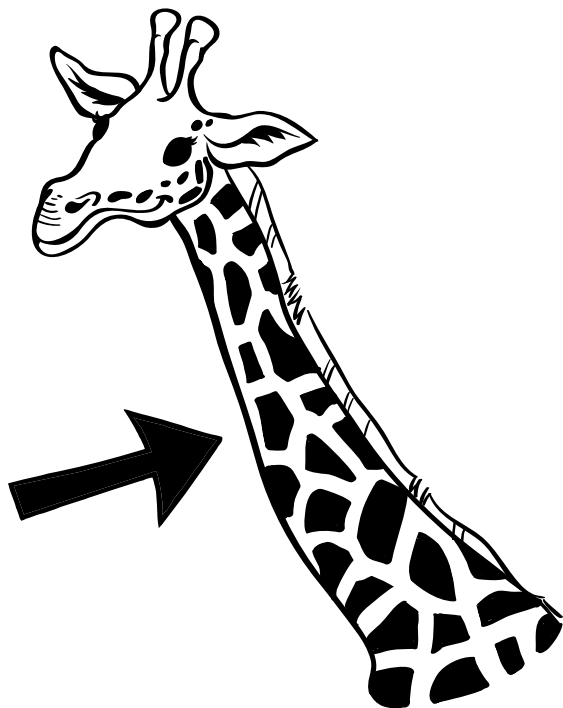
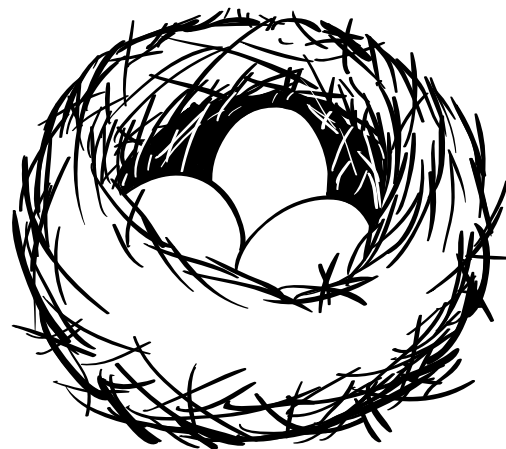
**Option 2:** Ask students to take turns picking a different **m** and **n** picture card. Have the group identify each picture name, beginning sound, and beginning letter. Then have the group come up with an oral sentence that contains both words.

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®**.









m



m



n



n





## Description

This lesson is designed to give students practice discriminating between two consonants that have similar sounds, **l** and **r**. These consonant sounds are made by lifting the tongue at the front of the mouth (/l/ as in *lock*) or lifting the tongue at the back of the mouth (/r/ as in *rain*).

## TEACHER TIPS


Native Asian speakers may have difficulty distinguishing and making these sounds. Many Asian languages have no /r/ sound or have an /l/ sound that is somewhere between the English /l/ and /r/ sounds.

When you pronounce the initial consonant in words beginning with **l** or **r**, stretch out the beginning consonant sound and pause slightly before saying the rest of the word (*lll...ock*, *rrr...ain*). Try to avoid adding a vowel sound to the consonant sound. Say /l/ rather than *luh*.


## PREPARATION/MATERIALS

- Keyword Image Cards for **l** and **r** (for display)
- A copy of the 8 pictures and the letter cards at the end of this lesson (for display)


## Direct Instruction

 *Today we're going to learn to hear the difference between two consonants that sound a little bit alike because they are both made with the tongue, **l** and **r**.*

Hold up the Keyword Image Card for **l**.

 *This is a picture of a lamp. Listen to the beginning sound in lamp: /lll/...amp.*

Point to the letter on the card.

 *The letter **l** makes the /lll/ sound. When I make the /lll/ sound, my tongue is up high in the front of my mouth. Watch and listen as I say the sound for **l**: /lll/. Now you say /lll/ and feel where your tongue is in your mouth. It is up high at the front of your mouth. The sound for **l** is /lll/.*


Use the same procedure to introduce the letter/sound association for **r**. The sound for **r** is made by moving the tongue up high in the back of the mouth.

Say both sounds, /lll/ and /rrr/, a few times, so students can observe the difference in your mouth and in the sounds.

Hold up the Keyword Image Card for **l**.

 *The word lamp begins with the sound for the letter **l**. Listen: /lll/... amp, lamp.*

Hold up the Keyword Image Card for **r**.

 *The word rain begins with the sound for the letter **r**. Listen: /r/... ain, rain.*

## Guided Practice

Display the Keyword Image Cards for **l** and **r**.

 *Now let's listen to words that begin with either **l** or **r**.*

Display the picture of a **leaf**.

 *This is a leaf. What sound do you hear at the beginning of **leaf**, /lll/...eaf? (/lll/)*

*Listen again: /lll/ ...eaf. Say leaf and think about where your tongue is in your mouth. /lll/...eaf, leaf.*

*Do you feel it up high in the front? (yes)*

*What letter makes the sound that you hear at the beginning of the word **leaf**? (Students should point to the **l** card.)*

Display the picture of a **rope**. Follow the same procedure. Students should indicate that they feel their tongue up high in the back of their mouth and point to the **r** card.

Display the pictures for **lamp**, **lion**, **leg**, **rope**, **rug**, and **ring** in a mixed-up order. As you say each word, pause after the initial consonant and then blend the sounds together: /lll/ **amp**, **lamp**. Have students repeat after you. Point out where the tongue is in the mouth when saying the beginning sound.

If you think students need additional practice, repeat the same procedure with other pictures of words beginning with **l** and **r**.

## Independent Application

Display the Keyword Image Cards for **l** and **r**. Say the sound for one of these consonants, and have students identify the letter. For example:

 *Which letter makes this sound: /lll/? (l)*

If necessary, use the keyword **lock** as an example of a word starting with /l/ and note that you can feel your tongue high up at the front of your mouth.


With the two cards still held up, use the same routine for **r**.

With the Keyword Image Cards on display, give each student an **l** and an **r** card.

Display the pictures from the end of the lesson, one at a time. Say the picture name aloud and have students identify whether their tongue is in the back or front of their mouth when they make the beginning sound.

Have students hold up the letter, **l** or **r**, that matches the beginning sound in each picture name.

For example, display the **rug** card.

 *This is a rug. Which sound do you hear at the beginning of **rug**? (/rrr/) Is your tongue up high in the front or in the back of your mouth? (the back) What letter is at the beginning of **rug**? (Students hold up the **r** card.)*

## Wrap-up

Check students' understanding.

**say** *How are the sounds for the letters **l** and **r** different? (For **l**, you make the sound with the tongue up high in the front of the mouth. For **r**, you make the sound with the tongue up high in the back of the mouth.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

If students still have trouble discriminating between the sounds of **l** and **r**, begin by focusing on one letter at a time. Have students watch your mouth and tongue as you say the letter. Let them look at their own mouths as they say the sound with you and on their own. Once they are clearly making separate sounds for these letters, use the picture cards with the Keyword Image Cards as flashcards.

- First go through the **l** pictures, saying the picture name together, saying the letter sound /l/ and the letter name together. For example: **lamp**, /l/, **l** says /l/.
- Do the same with the **r** pictures.
- Try mixing the cards together. If this causes any confusion, go back to working with one letter at a time.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Play a game that involves thinking of words that start with **l** or **r**. Begin by telling students that all their answers have to start with /l/, the sound that **l** makes. Then provide incomplete sentences such as the following and have students supply an **l** word to complete it. When you are done, go through the game again, this time using only **r** words.

*I went for a walk and I saw a \_\_\_\_.*

*It was eating \_\_\_\_.*

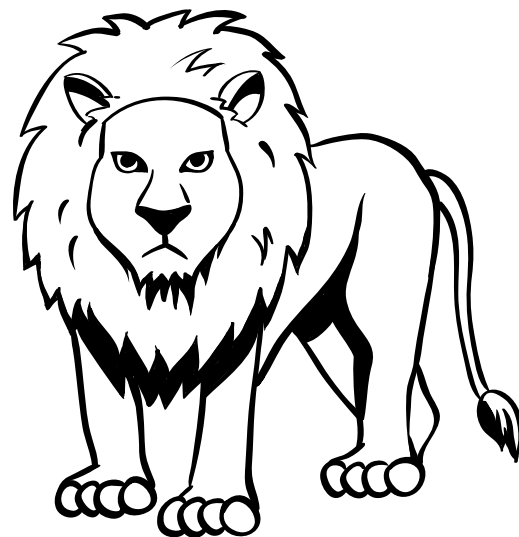
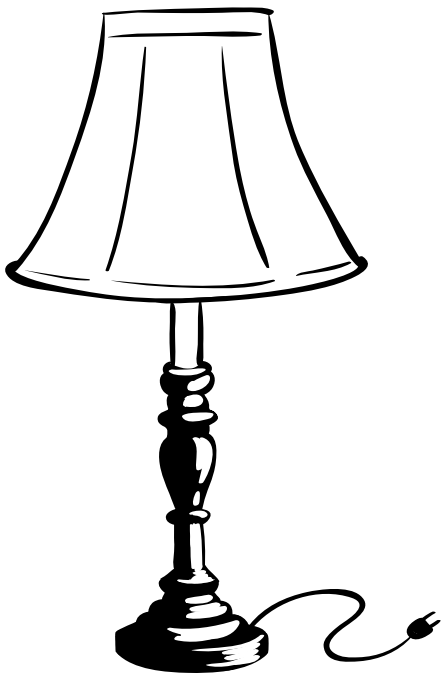
*I named it \_\_\_\_.*

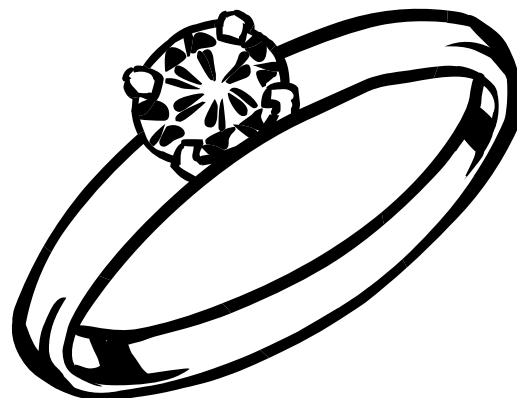
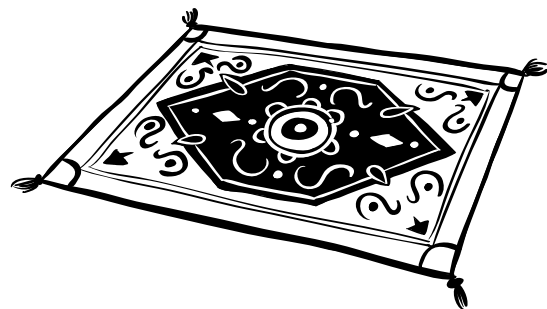
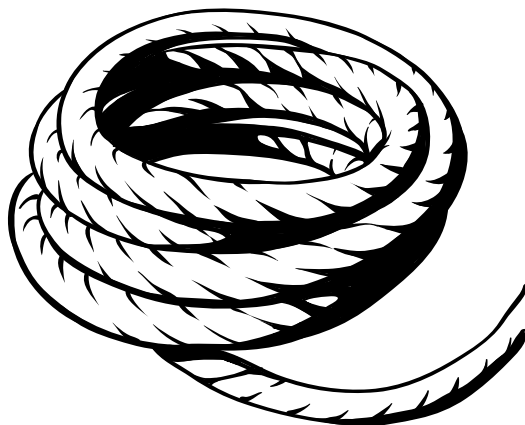
*It began to \_\_\_\_.*

**Option 2:** Have students draw a letter **l** on a piece of paper. Then have them turn this **l** into something that begins with **l**. Around it, they might add two or three other things that begin with **l**. When they are done, students can share and compare their drawings, naming what they see and identifying the first letter. Do the same with the letter **r**.

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®**.

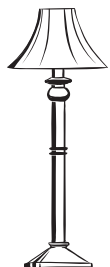




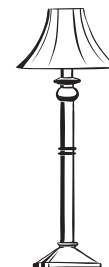




l



l



r



r





## Description

This lesson is designed to give students practice discriminating between two consonants that have similar sounds, **y** and **w**. These consonant sounds are made by blowing air out with the tongue in the back of the mouth (/y/ as in yes) or blowing air out through rounded lips (/w/ as in web).

## TEACHER TIPS

When you pronounce the initial consonant in words beginning with **y** or **w**, stretch out the beginning consonant sound and pause slightly before saying the rest of the word (yyy...es, www...eb). Try to avoid adding a vowel sound to the consonant sound. Say /yyy/ rather than yuh.

For instructional strategies on other consonants with similar sounds, please refer to the other Lexia Lessons.

## PREPARATION/MATERIALS

- Keyword Image Cards for **y** and **w** (for display)
- A copy of the 8 pictures and the letter cards at the end of this lesson (for display)

## Direct Instruction

*say Today we're going to learn to hear the difference between two consonants that sound a lot alike, **y** and **w**.*

Hold up the Keyword Image Card for **y**.

*This is a picture of a yo-yo. Listen to the beginning sound in **yo-yo**: /yyy/o-yo.*

Point to the letter on the card.

*The letter **y** makes the /yyy/ sound. When I make the /yyy/ sound, I put my tongue in the back of my mouth and blow out air. Watch and listen as I say the sound for **y**: /yyy/*

Use the same procedure to introduce the letter/sound association for **w**. The sound for **w** is made with rounded lips and a push of air through the mouth.

Say both sounds /**yyy**/ and /**www**/ a few times, so students can observe the difference in your mouth and in the sounds.

Hold up the Keyword Image Card for **y**.

*The word yo-yo begins with the sound for the letter **y**. Listen: /yyy/ oyo, yo-yo.*

Hold up the Keyword Image Card for **w**.


*The word web begins with the sound for the letter **w**. Listen: /w/ eb, web.*

## Guided Practice

Display the Keyword Image Cards for **y** and **w**.

 Now let's listen to words that begin with either **y** or **w**.

Display the picture of a **yard**.

 This is a yard. What sound do you hear at the beginning of **yard**, /yyy/...ard? (/yyy/)

Listen again: /yyy/ ...ard. Put your hand in front of your mouth and say /yyy/...ard, yard.

Do you feel air coming out? (yes)

What letter makes the sound that you hear at the beginning of the word **yard**? (y)

Display the picture of a **window**. Follow the same procedure. Students should indicate that they feel air coming out of their open and rounded mouth and point to the **w** card.

Display the pictures for **yawning**, **yolk**, **yell**, **worm**, **watch** and **wing** in a mixed-up order. As you say each word, pause after the initial consonant and then blend the sounds together: /yyy/...awning, yawning. Have students repeat after you. Point out that the word begins with your tongue at the back of your mouth (or your mouth open and rounded), and there is air coming out.

If you think students need additional practice, repeat the same procedure with other pictures of words beginning with **y** and **w**.

## Independent Application

Display the Keyword Image Cards for **y** and **w**. Say the sound for one of these consonants and have students identify the letter. For example:

 Which letter makes this sound: /yyy/? (y)


If necessary, use the keyword **yo-yo** as an example of a word starting with /y/. Note that you can feel your tongue in the back of your mouth and air coming out.

With the two cards still held up, use the same routine for **w**.

Give each student a **y** and a **w** card. Display the pictures from the end of the lesson, one at a time. Say the picture name aloud and have students identify whether or not their lips are rounded when producing the beginning sound.

Have students hold up the letter, **y** or **w**, that matches the beginning sound in each picture name.

For example, display the **yell** card.

 This shows someone making a loud yell. Which sound do you hear at the beginning of **yell**? (/yyy/)

Is your tongue at the back of your mouth and is air coming out? (yes)

What letter is at the beginning of **yell**? (Students should hold up the **y** card.)

## Wrap-up

Check students' understanding.

**say** *How are the sounds for the letters **y** and **w** the same and how do they differ? (Both have air coming out of your mouth, but for **y** your tongue is at the back of your mouth and for **w** your mouth is open and rounded.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

If students are still having trouble discriminating between the sounds of **y** and **w**, use the picture cards with the Keyword Image Cards as flashcards.

- First go through the **y** pictures, saying the picture name together, saying the letter sound /yyy/ and the letter name together. For example: **yard**, /y/, **y** says /y/.

- Do the same with the **w** pictures.
- Try mixing the cards together. If this causes any confusion, go back to working with one letter at a time.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Play a letter-match game. Have students hold their **y** and **w** cards. Tell them to listen as you say some words, one at a time. They should decide which letter sound comes at the beginning of the word and hold that letter up.

Present a mix of **y** and **w** words.

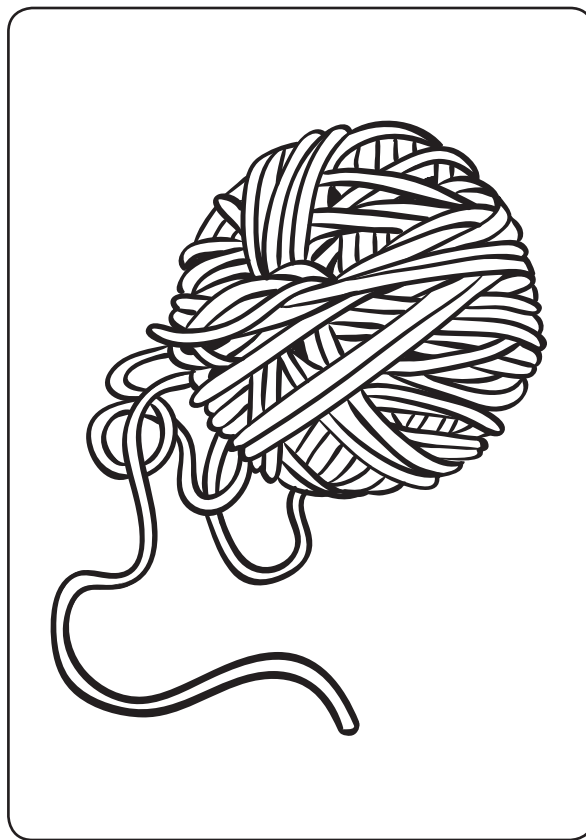
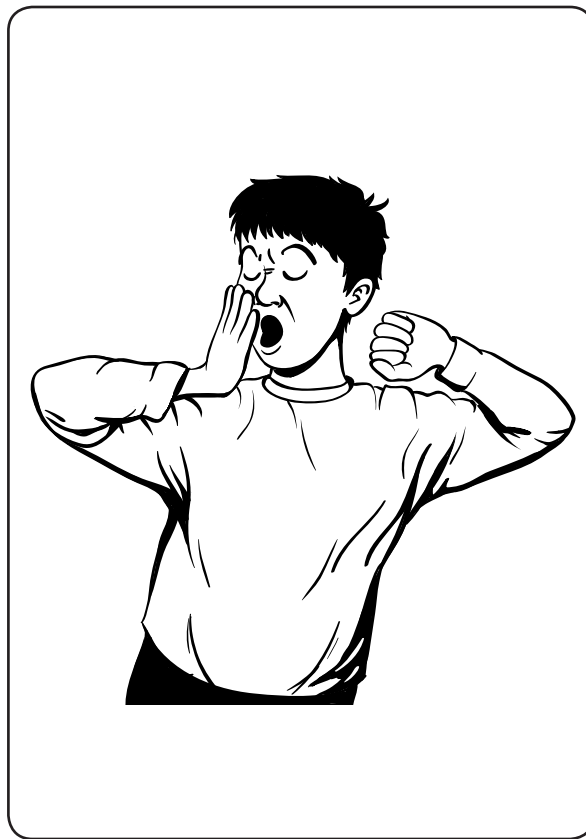
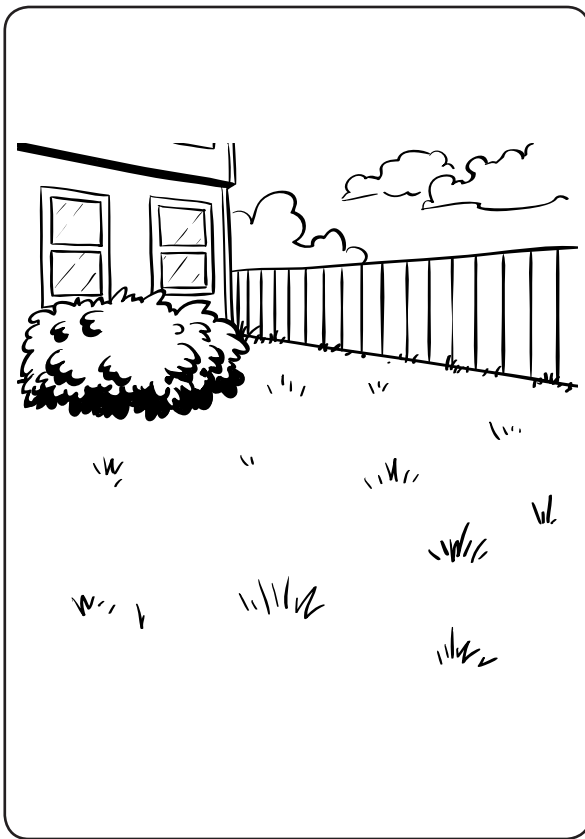
Words to use for **y**: **yes, yum, yellow, year, young**

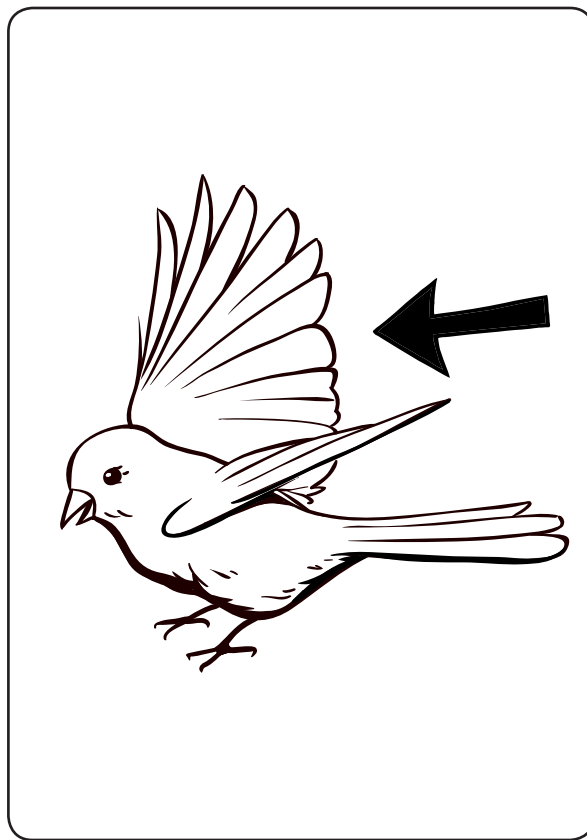
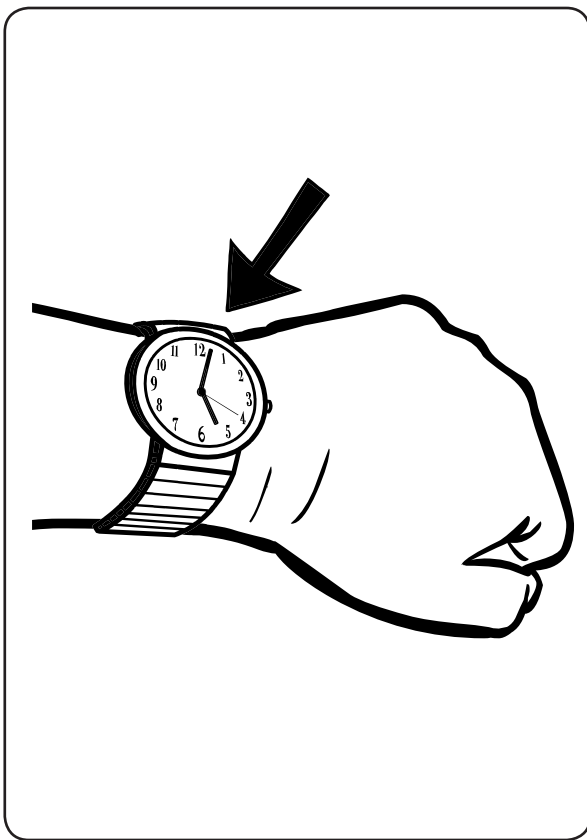
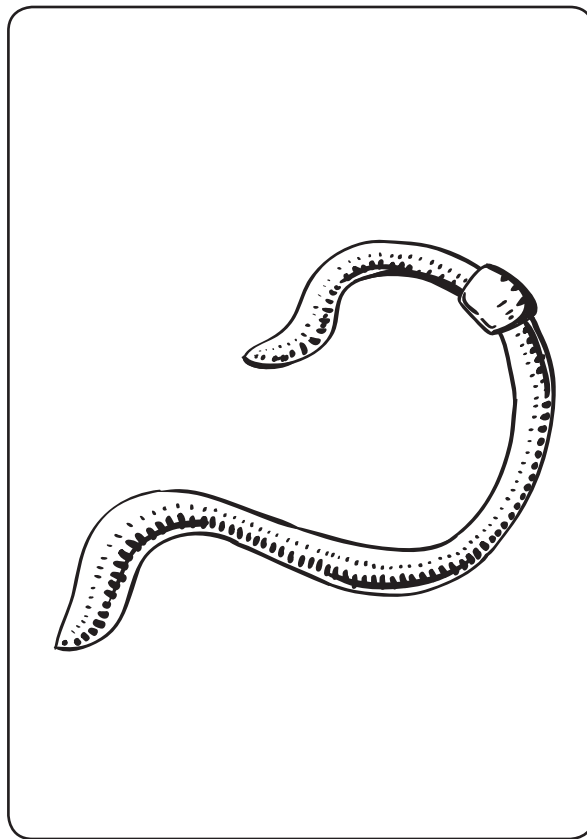
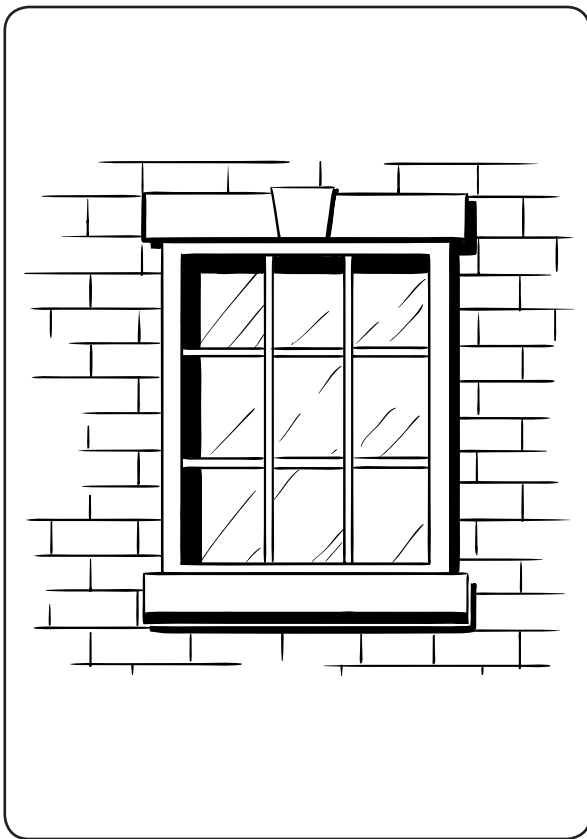
Words to use for **w**: **wave, well, wing, water, win**

**Option 2:** Ask students to take turns picking a different **y** and **w** picture card. Have the group identify each picture name, beginning sound, and beginning letter. Then have the group come up with an oral sentence that contains both words.

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®**.







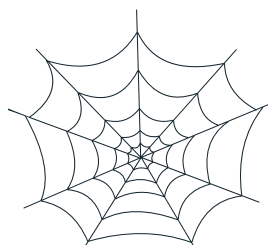
**y**



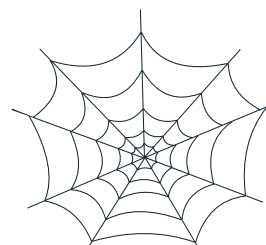
**y**



**w**



**w**





## Description

This lesson is designed to give students practice discriminating between two consonants that have similar sounds **g** (hard sound) and **k**. These consonants are made in the same place in the mouth but one is voiced (/g/ as in *goat*) and one is not (/k/ as in *kite*).

## TEACHER TIPS

When you pronounce the initial consonant in words beginning with the **g** or **k**, try to avoid adding a vowel sound to the consonant sound. Say /g/ *ate* rather than *guh-ate*. For the letter **k**, be very careful not to use your voice to make the /k/ sound louder for students to hear, because it will make **k** sound like **g**.

Since **k** and **c** (hard sound) share the sound /k/, you can follow the same procedure for **c**, using the Keyword Image Card (cat) and pictures for cap, car, cup, and cake.

For instructional strategies on other consonants with similar sounds, please refer to the other Lexia Lessons.

## PREPARATION/MATERIALS

- Keyword Image Cards for **g** and **k** (and **c** as appropriate) (for display)
- A copy of the 8 pictures and the letter cards at the end of this lesson (and **c** pictures, if needed) (for display)

## Direct Instruction

*say* Today we're going to learn to hear the difference between two consonants that sound a lot alike, **g** and **k**.

Hold up the Keyword Image Card for **g**.

*This is a picture of a goat. Listen to the beginning sound in **goat**: /g/ oat.*

Point to the letter on the card.

*The letter **g** makes the /g/ sound. Watch my mouth and listen to my voice as I say the sound for **g**, /g/. When I make the /g/ sound, the back of my tongue is lifted up in the back of my mouth. When I put my hand on my throat, I can feel it move and I hear it make a noisy sound. Now say it with me and feel your throat move: /g/, /g/, /g/. Put your hands over your ears and listen for the noisy sound: /g/, /g/, /g/.*

Use the same procedure to introduce the letter/sound association for **k** as in **kite**.

When you have students watch your mouth as you say /k/, point out that your voice is quiet and have them feel their throat and cover their ears to reinforce the quiet/noisy concept.

*I move my tongue to the back of my mouth to make the sounds for **g** and **k**. I turn on my voice for /g/ but my voice stays quiet for /k/. /ggg/, /kkk/.*

Hold up the Keyword Image Card for **g**.

*The word **goat** begins with the sound for the letter **g**. Listen: /g/ oat, **goat**.*

Hold up the Keyword Image Card for **k**.

*The word **kite** begins with the sound for the letter **k**. Listen: /k/ ite, **kite**.*



## Guided Practice

Display the Keyword Image Cards for **g** and **k**.

 *Now let's listen to words that begin with either **g** or **k**.*

Display the picture of a **gate**.

 *This is a gate. What sound do you hear at the beginning of **gate**, /g/ ate? (/g/)*

*Listen again: /g/ ate. Put your hands over your ears and say /g/ ate, gate.*

*Do you hear a noisy or a quiet consonant at the beginning of **gate**? (noisy, /g/)*

*What letter makes the sound that you hear at the beginning of the word **gate**? (Students should point to the **g** card.)*


Display the picture of a **kitten**. Follow the same procedure. Students should indicate that they hear a quiet consonant sound and point to the **k** card.

Display the pictures for **girl**, **gift**, **gorilla**, **king**, **key**, and **kiss** in a mixed-up order. As you say each word, pause after the initial consonant and then blend the sounds together: /g/ irl, **girl**. Have students repeat after you. Point out that the word begins with either a noisy **g** or a quiet **k**.

If you think students need additional practice, repeat the same procedure with other pictures of words beginning with **g** and **k**.

## Independent Application

Display the Keyword Image Cards for **g** and **k**. Say the sound for one of these consonants and have students identify the letter. For example:

 *Which letter makes this sound: /g/, /g/? (g) Check by saying the sounds with your hands over your ears.*


With the two cards still held up, use the same routine for **k**.

With the Keyword Image Cards on display, give each student a **g** and a **k** card. Have students draw a megaphone on the **g** card and a mouse on the **k** card.

Display the pictures from the end of the lesson, one at a time. Say the picture name aloud and have students identify whether the first sound is noisy or quiet.

Have students hold up the letter, **g** or **k**, that matches the beginning sound in each picture name.

For example, display the **girl** card.

 *This is a girl. Which sound do you hear at the beginning of **girl**? (/g/) Is this sound noisy or quiet? (noisy, /g/) What letter is at the beginning of **girl**? (Students hold up the **g** card.)*

## Wrap-up

Check students' understanding.

 *How do the sounds for the letters **g** and **k** differ? (**G** is noisy. **K** is quiet.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

If students are having trouble discriminating between the sounds of **g** and **k**, use the picture cards with the key word image cards as flashcards.

- First go through the **g** pictures, saying the picture name together, saying the letter sound /g/ and the letter name together.

For example: **girl**, /g/, **g** says /g/. Draw attention to the strategy for determining whether the sound is noisy or quiet (put hands over ears).

- Do the same with the **k** pictures.
- Try mixing the cards together. If this causes any confusion, go back to working with one letter at a time.

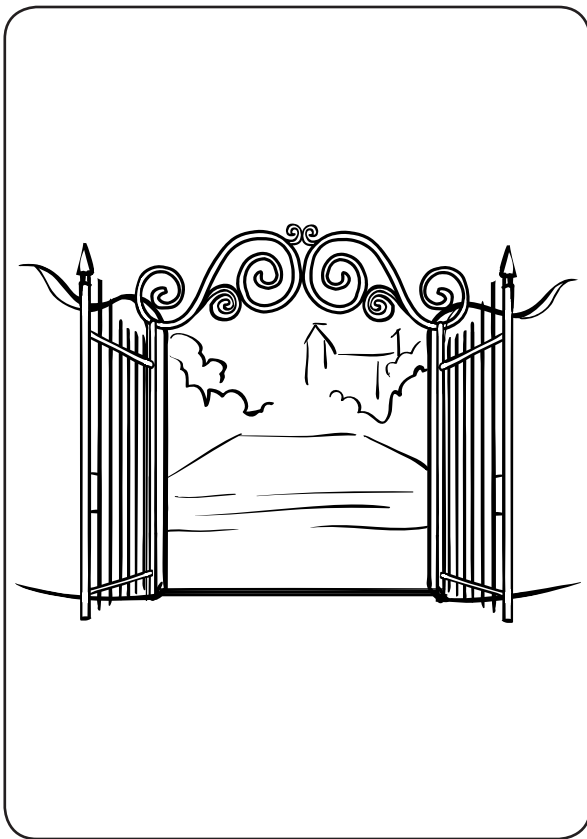
### FOR STUDENTS READY TO MOVE ON

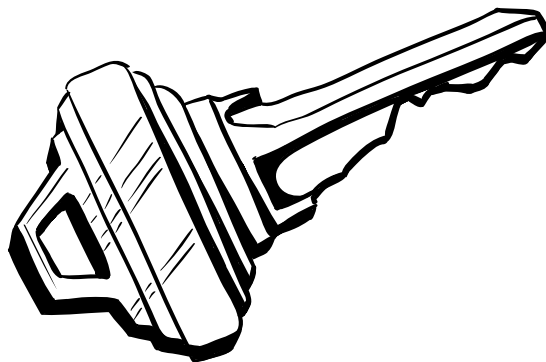
**Option 1:** Hold up the Keyword Image Cards for **g** and **k**, one at a time. Have students identify the letter and the sound it makes. Then challenge them to think of as many words as they can that begin with that letter/sound. Accept nonsense words if they begin with the proper letter/sound.

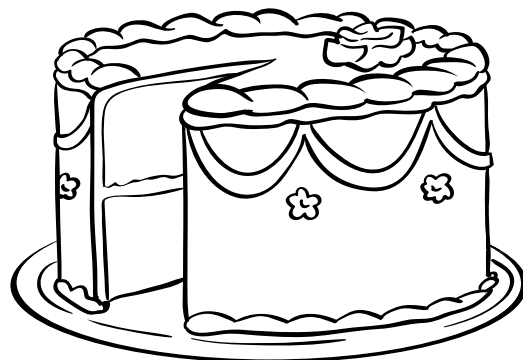
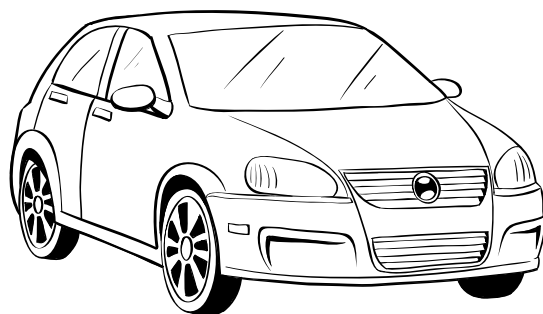
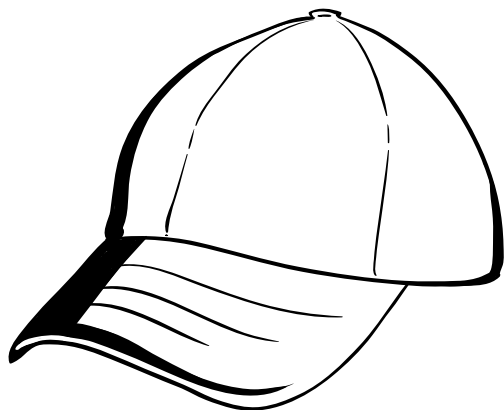
**Option 2:** Ask students to take turns picking a different **g** and **k** picture card. Have the group identify each picture name, beginning sound, and beginning letter. Then have the group come up with an oral sentence that contains both words.

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®**.









c



c



g

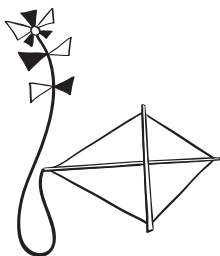


g

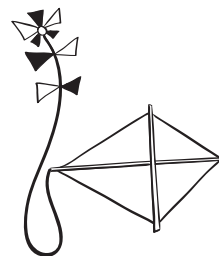




k



k





## Description

This lesson is designed to give students practice discriminating between two consonants that have similar sounds, **h** and **w**. These consonant sounds are made by blowing air out through an open mouth (/h/ as in *hat*) or blowing air out through rounded lips (/w/ as in *web*).

## TEACHER TIPS


When you pronounce the initial consonant in words beginning with **h** or **w**, stretch out the beginning consonant sound and pause slightly before saying the rest of the word (*hhh...at*, *www...eb*). Try to avoid adding a vowel sound to the consonant sound. Say /hhh/ rather than *huh*.

For instructional strategies on other consonants with similar sounds, please refer to the other Lexia Lessons.

## PREPARATION/MATERIALS

- Keyword Image Cards for **h** and **w** (for display)
- A copy of the 8 pictures and the letter cards at the end of this lesson (for display)


## Direct Instruction

 *Today we're going to learn to hear the difference between two consonants that sound a lot alike, h and w.*

Hold up the Keyword Image Card for **h**.

 *This is a picture of a hat. Listen to the beginning sound in **hat**: /hhh/...at.*

Point to the letter on the card.

 *The letter **h** makes the /hhh/ sound. When I make the /hhh/ sound, my mouth is slightly open and I push some air through my mouth. Watch and listen as I say the sound for **h**: /hhh/. Now put your hand in front of your mouth to feel the air when you say /hhh/. The sound for **h** is /hhh/. Did you feel the air?*

Use the same procedure to introduce the letter/sound association for **w**. The sound for **w** is made with rounded lips and a push of air through the mouth.

Say both sounds /hhh/ and /www/ a few times so students can observe the difference in your mouth and in the sounds.

Hold up the Keyword Image Card for **h**.

 *The word **hat** begins with the sound for the letter **h**. Listen: /hhh/ at, **hat**.*

Hold up the Keyword Image Card for **w**.

 *The word **web** begins with the sound for the letter **w**. Listen: /w/ eb, **web**.*



## Guided Practice

Display the Keyword Image Cards for **w** and **h**.

 *Now let's listen to words that begin with either **w** or **h**.*

Display the picture of a **horse**.

 *This is a horse. What sound do you hear at the beginning of **horse**, /hhh/...orse? (/hhh/)*

*Listen again: /hhh/ ...orse. Put your hand in front of your mouth and say /hhh/...orse, horse.*

*Do you feel air coming out?*

*What letter makes the sound that you hear at the beginning of the word **horse**? (Students should point to the **h** card.)*

Display the picture of a **window**. Follow the same procedure. Students should indicate that they feel air coming out of their open and rounded mouth and point to the **w** card.

Display the pictures for **hand, hug, hammer, worm, watch, and wing** in a mixed-up order. As you say each word, pause after the initial consonant and then blend the sounds together: /hhh/... **and, hand**. Have students repeat after you. Point out that the word begins with your mouth open (or open and rounded), and there is air coming out.

If you think students need additional practice, repeat the same procedure with other pictures of words beginning with **h** and **w**.

## Independent Application

Display the Keyword Image Cards for **w** and **h**. Say the sound for one of these consonants, and have students identify the letter. For example:

 *Which letter makes this sound: /hhh/? (h)*

If necessary, use the keyword hat as an example of a word starting with /h/ and note that you can feel the air coming out of your open mouth.


With the two cards still held up, use the same routine for **w**.

With the Keyword Image Cards on display, give each student an **h** and a **w** card.

Display the pictures from the end of the lesson, one at a time. Say the picture name aloud and have students identify whether or not their lips are rounded when producing the beginning sound.

Have students hold up the letter, **h** or **w**, that matches the beginning sound in each picture name.

For example, display the **worm** card.

 *This is a worm. Which sound do you hear at the beginning of **worm**? (/www/) Is your mouth open and rounded when the air comes out or just open? (open and rounded) What letter is at the beginning of **worm**? (Students hold up the **w** card.)*

## Wrap-up

Check students' understanding.

**say** *How are the sounds for the letters **h** and **w** the same and how do they differ? (Both have air coming out of your mouth insert comma after mouth but for **h** your mouth is just open and for **w** your mouth is open and rounded.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

If students still have trouble discriminating between the sounds of **h** and **w**, use the picture cards with the Keyword Image Cards as flashcards.

- First go through the **h** pictures, saying the picture name together, saying the letter sound /hhh/ and the letter name together. For example: **hand**, /h/, **h** says /h/. Draw attention to the shape of your mouth when the air is coming out.

- Do the same with the **w** pictures.
- Try mixing the cards together. If this causes any confusion, go back to working with one letter at a time.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Have students draw a letter **h** on a piece of paper. Then have them turn this **h** into something that begins with **h**. When they are done, students can share and compare, naming all the pictures and identifying the first letter in the picture's name. Do the same with the letter **w**.

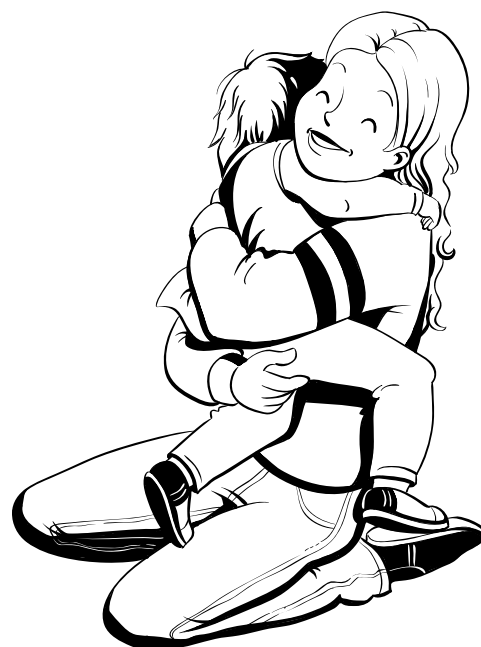
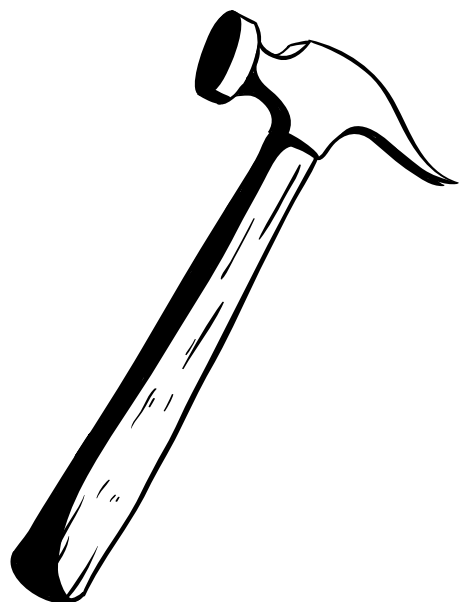
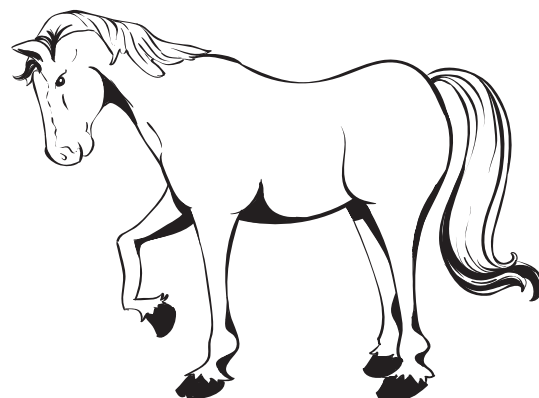
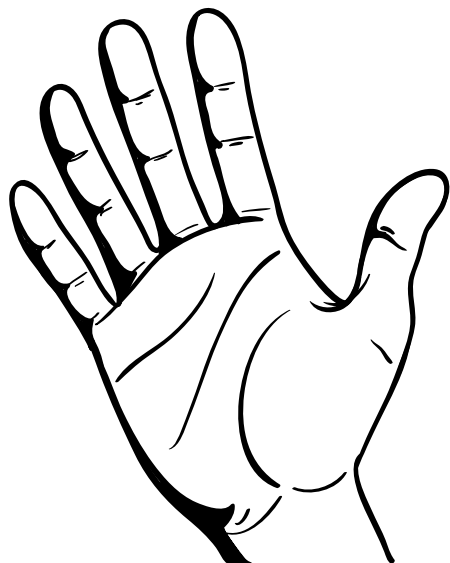
**Option 2:** Play a letter-match game. Have students hold their **h** and **w** cards. Tell them to listen as you say some words, one at a time. They should decide which letter comes at the beginning of a word and hold that letter up.

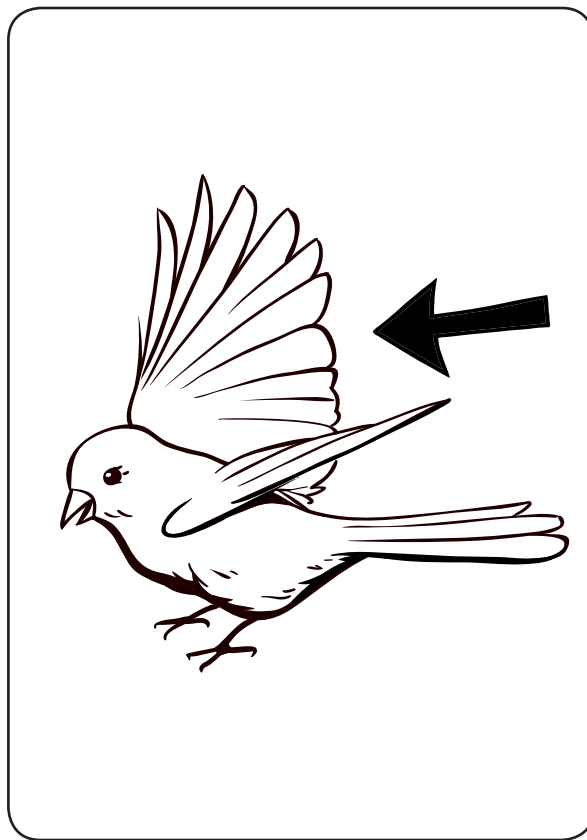
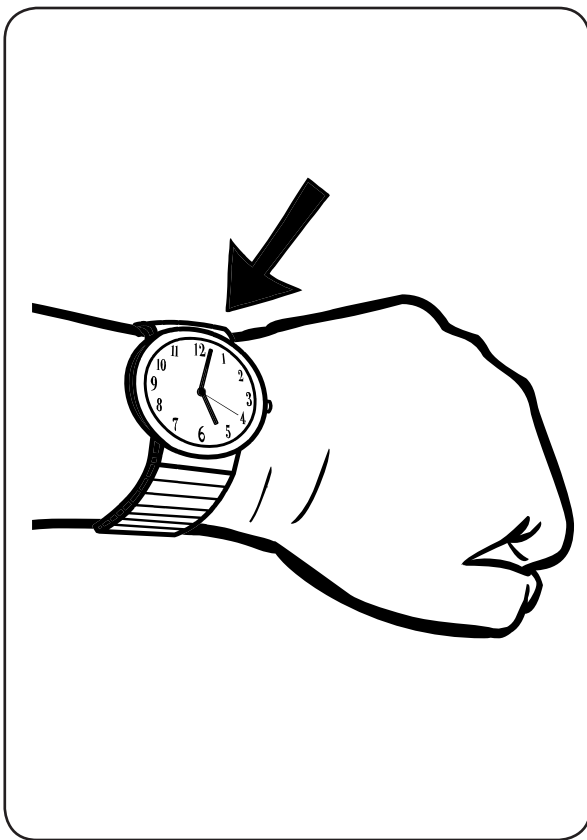
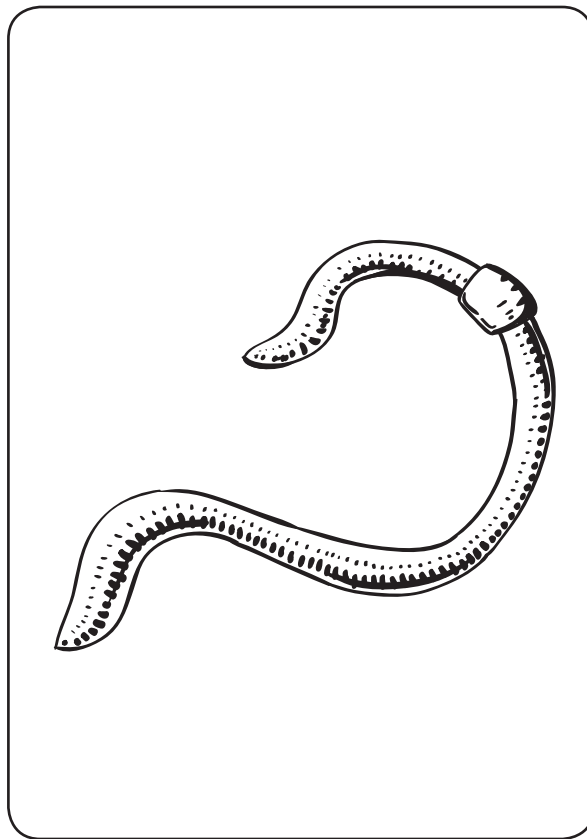
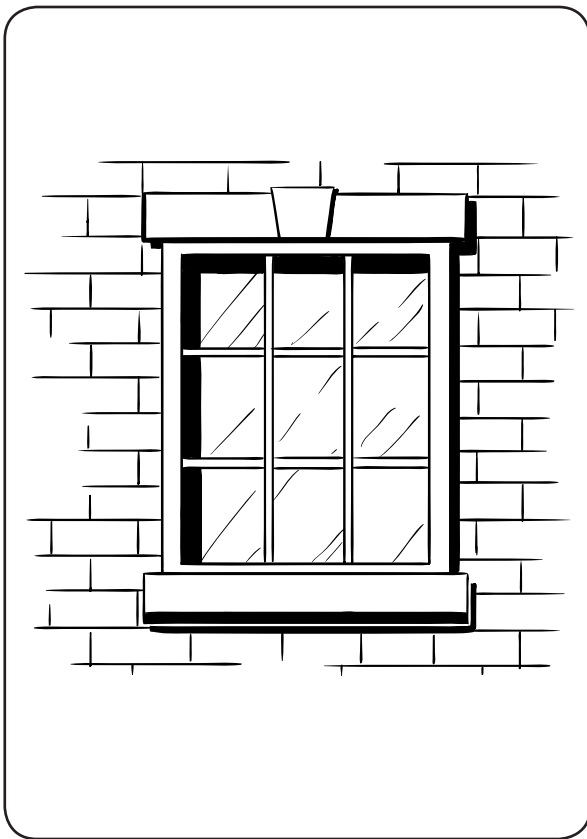
Present a mix of **h** and **w** words.

- Words to use for **h**: **hose, head, hop, have, hard**
- Words to use for **w**: **wing, walk, wave, wipe, water**

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

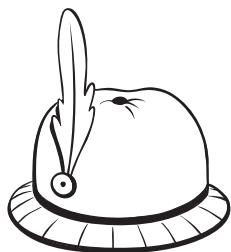
For further practice with these skills, provide students with **Lexia Skill Builders®**.



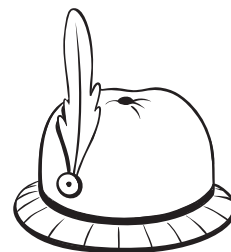




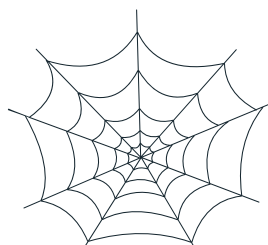
h



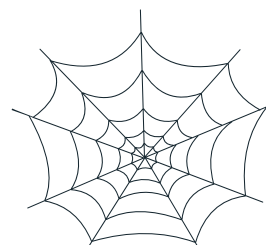
h



w



w





## Description

This lesson is designed to help students develop strategies to determine the meanings of unfamiliar adjectives by identifying similarities and differences.

### TEACHER TIPS

You can adapt this lesson by using vocabulary words that are appropriate for students' individual vocabulary levels. This lesson is a precursor to and is consistent with a later lesson on using context as a strategy for figuring out unfamiliar vocabulary words in written paragraphs.

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

- Copies of the 3 sets of pictures provided at the end of the lesson (for display and for students)

## Direct Instruction

***say** Today we are going to talk about how you might figure out the meaning of a word you don't know. Often there are clues to help you understand the meaning. We are going to use pictures and we will be detectives and figure out the clues that will lead us to the meaning of the word.*

*Let's think about the word **curly**. Maybe you've never heard of that word. Let's look at the picture.*

Display Picture 1 of a wig with curly hair.

*This hair is curly.*

Make a spiral shape with your finger. Have students imitate you. Display Picture 2 of a curly ribbon.

*Do you see something curly?*

Make a spiral shape with your finger and point to the ribbon.

*Yes, this ribbon is curly, too.*

Put it beside Picture 1.

*These two pictures show something curly.*

Make a spiral shape with your finger. Have students imitate you.

*Say the word with me, **curly**.*


Display Picture 3, drawing attention to the pig's curly tail.

*What about this picture, do you see something curly?*


Make the spiral shape with your finger and point to the pig's tail.

*Yes, the pig's tail is also curly.*


Put it beside Pictures 1 and 2. Then, display Picture 4 and identify it as a pen. Trace it with your finger.

 *Is a pen curly?*


Make a spiral shape with your finger.

 *No, it is not curly. It doesn't belong with the other pictures.*

Put it to one side, away from the other pictures. Have students trace the curly shapes in the three matching pictures as they repeat the word **curly**.


 *The hair, the ribbon, and the pig's tail are all curly. They are the same. But the pen is not curly. It is different.*


## Guided Practice

 *We just used clues in pictures to help us find the meaning of the word curly. Let's look at these two pictures to see if we can see clues that will help us find the meaning of a new word.*


Display Picture 5 (circle) and Picture 6 (baseball).

 *Our new word is **circular**. Let's look at the pictures and find clues to the meaning of circular.*


 *What do you see that is the same in both of these pictures? (round shapes; A circle and a baseball are both round.) Yes, this picture is a circle that is round. And the other picture is a baseball, which is also round.*

 *These two pictures show circular. What do you think **circular** means? (round) Yes, these are both circular. That means they are both round.*

Trace the circle and the baseball with your finger and have students use their pointer fingers to make the same shape you are making.


 *The circle and the baseball are both circular. Say that word with me, **circular**.*

Give students copies of Pictures 7 (mirror) and 8 (block).

 *Look at these two pictures and decide which one has a circular object in it and which one does not. Use the clues from the circle and the baseball pictures to help you. When you have decided which picture has a circular object, hold up the picture that shows a circular object. (mirror) Everybody, take your pointer finger and trace around the circle, the baseball, and the mirror.*

 *What is the new word we know to describe all of these round objects? (circular)*

Point to Picture 8 (block).


 *This is a picture of a block. Do you see anything circular in this picture? (no) The block is not round; it is not circular.*

## Independent Application

Have students work in pairs or independently. Give students each a set of Pictures 9-11, which correspond to the script below for the adjective **delighted**. Have students spread all three pictures out in front of them.

 *I have a new word for you. The word is **delighted**. Look at the pictures in front of you. Find the two pictures that show **delighted**. (the smiling child and the cheering crowd)*

Have the students hold up or place next to each other the two pictures that they select.

 *Which picture does not show **delighted**? (the sad boy)*

Have students place that picture off to the side. Reinforce correct answers by using the adjective to describe the pictures.

For additional practice, create and give students sets of 3 pictures, two that illustrate the meaning of a possibly unfamiliar adjective, and one that does not. Possible adjectives: **gloomy**, **scorched**, or **furious**

## Wrap-up

Check students' understanding.

Shuffle Pictures 1-4 together and have students give a thumbs-up or a thumbs-down to signal which three pictures go together and which one doesn't fit. Have them tell what these things have in common. (all **curly**)

Follow this procedure with Pictures 5-8 (all **circular**)

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



## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

Simplify the procedure by focusing on concrete descriptors and groups of three, not four.

If students are responding easily, increase the set to four.


Expand the activity to illustrate other familiar vocabulary words, such as **flat**, **small**, **heavy**, and **fuzzy**.

### FOR STUDENTS READY TO MOVE ON

Divide students into small groups. Give each group a word and have each student in the group draw a picture to illustrate the word. Then have them share and compare their drawings. Some possible words to use: **silly**, **strong**, **broken**, **fancy**, **grumpy**

Then, mix one picture from one group in with another group's set of pictures. Ask students which one doesn't fit and why.

 *How is it different?*

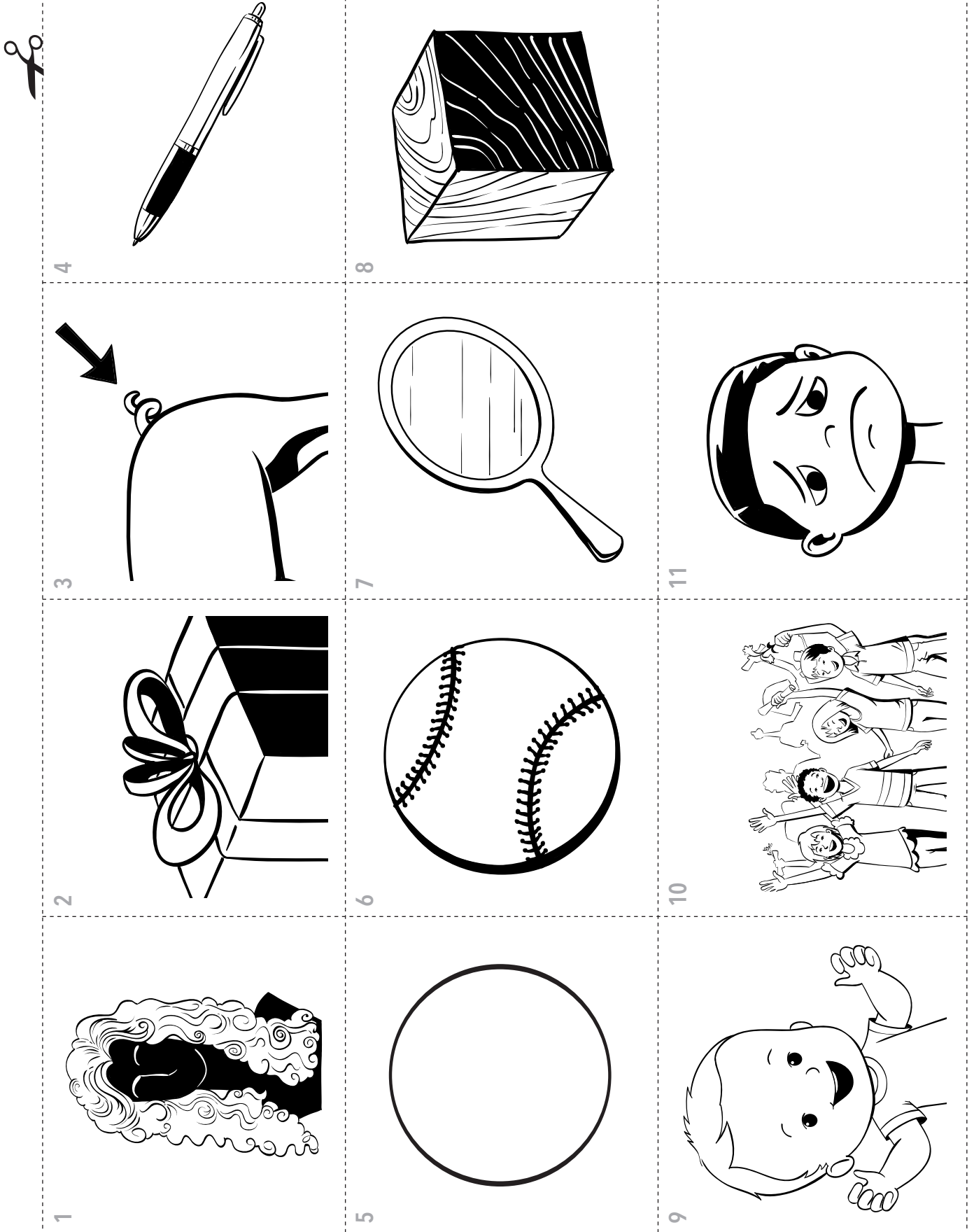
 *How are all the other pictures alike?*

### FOR STUDENTS READY TO MOVE ON

- 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.
- Encourage students to practice newly learned vocabulary with a partner and in small-group discussions. Likewise, model the use of new vocabulary 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®**.





## Description

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

## TEACHER TIPS

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

During discussions, remind students to listen to others, take turns, and speak 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


- Sets of plastic letters or letter tiles, provided at the end of this lesson (for display and for students)
- Sets of Level 3 and Level 5 word cards, see lists at the end of this lessons (for display and for students)
- Index cards

## Warm-up


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

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


## Direct Instruction

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


Display the word card for **you**.

 *This word is **you**.*

Use the word in context. Point to various students in your classroom and name them, saying, "**You** are..." with an emphasis on the word **you**.

 *Now I'm going to spell **you**. Y-O-U spells you.*


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

 *To help me remember the word, I look at it carefully and say the letter names to myself.*

Hold up the word card as you say the word. Model saying the letter names followed by reading the word as a whole.

 *Then, I close my eyes and try to picture the whole word while I say the letter names.*

Model closing your eyes and thinking about the word as you name the letters.

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

**Step 1: Look at the word.**

**Step 2: Say the word and name the letters.**

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

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

## Guided Practice

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

 *Now, let's spell **you** together: Y-O-U.*

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

 *What's the word? (you)*

Have students close their eyes, picture the word as a whole, and name the letters.

 *What's the word? (you)*

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


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

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


## Independent Application

Provide each student with the letter tiles that are needed to spell the word **you**. Display the word card for **you**.

 *What is this word? (you)*

 *I want you to use your letters to spell **you**.*

When students are ready, have them spell out and then read the sight word they have spelled. Keep the sight word displayed.

 *Now I want you to practice writing **you**.*

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

Have students use the word in a sentence.

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

## Wrap-up

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

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

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

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

**Option 3:** Group words by categories, such as number words or people words (pronouns). Have students match the words to a numeral or a picture.

### FOR STUDENTS READY TO MOVE ON

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

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

### SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Record yourself or students reading each of the sight words. Encourage students to use the recording to practice identifying word cards or writing the words.
- Help students come up with oral sentences for each of the sight words. Challenge them, if appropriate, to create sentences that contain two or more sight words.
- Have students illustrate each sight word card to use as story prompts or conversation starters. Create an audio recording, and have students point to each word card as they listen to the recorded story or conversation.
- Group rhyming words together. Discuss with students the idea that not all words that sound the same are spelled the same. Examples: **go, no, so; be, he, me, she, we; blue, do, to, who**

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

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

## Sight Words

### Level 3

the	one	no	he
my	two	go	we
here	are	so	me
is	you	she	be

### Level 5

to	blue	yellow	four
all	do	there	has
where	was	three	green
what	black	who	come
they	said	brown	down



a

b

c

d

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