

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

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Total			52

Description

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

TEACHER TIPS

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

PREPARATION/MATERIALS

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

Direct Instruction

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

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

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

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

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

Guided Practice

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

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


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

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

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

Independent Application

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

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

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

Wrap-up

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by presenting just two letters at a time. Choose letters that are visually dissimilar.

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

FOR STUDENTS READY TO MOVE ON

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

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

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



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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x

y

z



Description

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

TEACHER TIPS

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

PREPARATION/MATERIALS

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

Warm-up

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

Direct Instruction

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

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

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

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

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

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


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

Guided Practice

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

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


Close the gap where **D** belongs.

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

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

Independent Application

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

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

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

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

Wrap-up

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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


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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

Turn the letter tile face up and say its name.

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

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



a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

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t

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P

Q

R

S

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U

V

W

X

Y

Z



Description

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

TEACHER TIPS

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

The words in this lesson end with consonant sounds /p/, /t/, /g/, /n/. You may want to add or substitute other final consonant sounds such as /d/, /s/, /k/.

When isolating sounds, take care to avoid adding a vowel sound after stop consonants. For example, say /g/, not *guh*.

PREPARATION/MATERIALS

- Objects: cap, hat, bag, green marker
- A copy of the 8 pictures at the end of the lesson (for display)

Direct Instruction

(say) Today we are going to learn how to find the very last sound in a word.

Point to a **bag**.

(say) This is a bag. I will say **bag** slowly and you listen for the ending sound: *ba...g*.

Isolate and stress the final consonant.

(say) I hear /g/ at the end of **bag**. Let's say **bag** together and make the last sound stronger: *ba...g... bag*. The last sound is /g/.

Repeat this procedure with additional words such as **pen**, **map**, and **cat** as needed. Make sure to isolate and stress the final consonant sound.

Guided Practice

(say) Let's think about the word **rug**.

Point to a **rug**.

(say) Let's say it slowly to find the very last or ending sound in the word **rug**: *ru...g*

Isolate and stress the ending sound in **rug**.

(say) What sound do you hear at the end of this word? (/g/)

Repeat this procedure with additional words with other consonant sounds as needed.
Suggested words: **bat**, **run**, **mop**

Independent Application

Have students work independently or in small groups. Display the eight pictures at the end of the lesson: **bug, egg, cup, sheep, rope, bat, feet, hat**. Have students take turns naming each picture.

***say** You are going to sort these pictures into three groups so that all the words that end with the same sound are together. Remember to say these words slowly to help you hear the last sound.*

Display the pictures in a mixed-up order.

*I'll do this one, **bat**. Bat ends in the sound /t/. So that will go in a group with other words that end in /t/. Now you sort the rest.*

Offer support as needed.

*Now let's talk about the sounds we heard at the end of these words. What three sounds did you hear? (/g/, /p/, and /t/) Tell me what words end with /g/? (bug, egg) What words end with /p/? (cup, sheep, rope) What sound is at the end of **bat, feet, hat**? (/t/)*

Wrap-up

Check students' understanding.

***say** What did we learn to do today? (Find the last sound in a word.) What can we do to help us hear the last sound in a word clearly? (Say it slowly and make the last sound stronger.)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Support students who need help understanding *ending sound* or *last sound*. Guide them in using their pointing finger to make a left-to-right line on their desktop as they say the word. The line represents the sequence of sounds in the word. The last sound is what they say when their finger stops.

Option 2: Focus on one final consonant sound. Name two words with the same final consonant sound (e.g., mug/bag) and have students show a thumbs-up or a thumbs-down if they have the same sound.

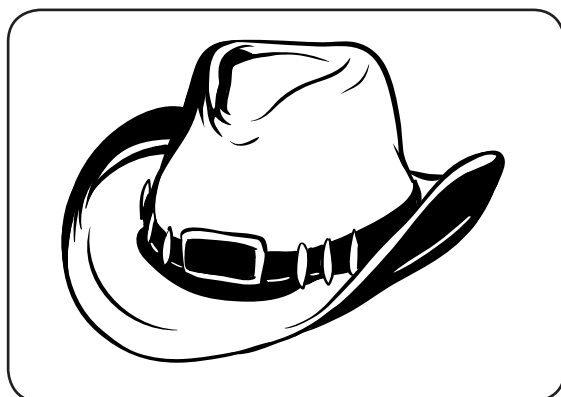
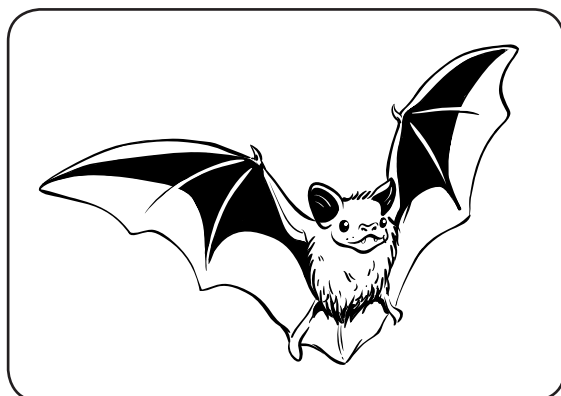
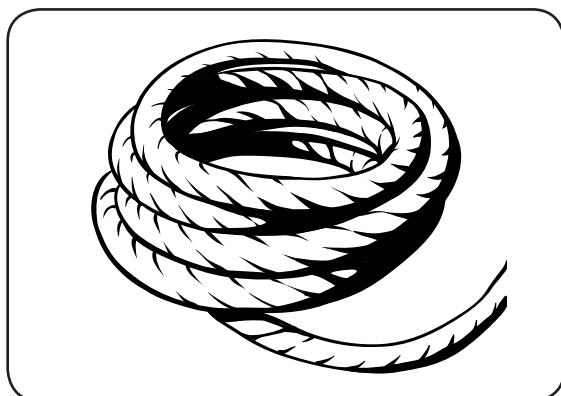
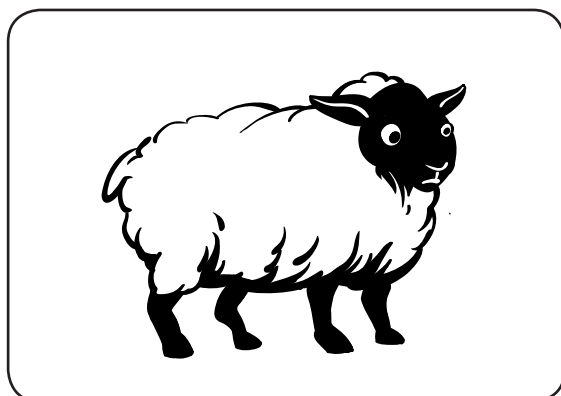
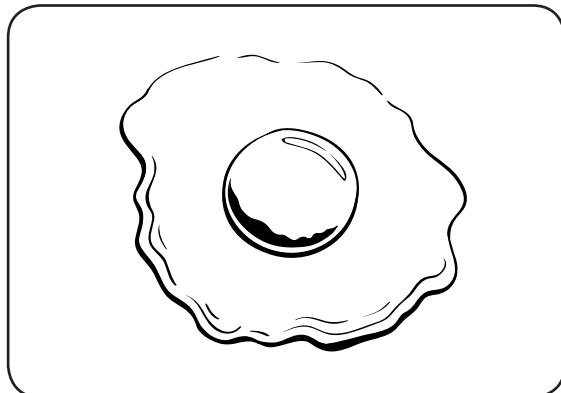
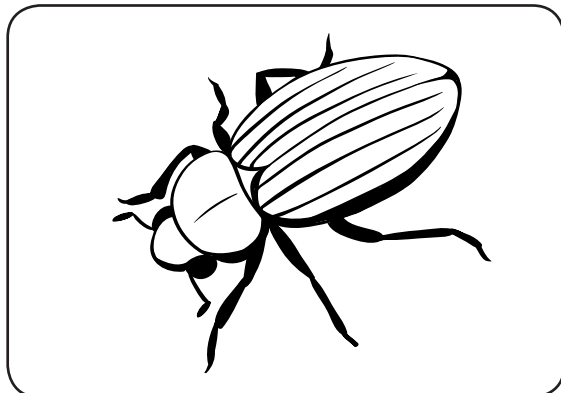
FOR STUDENTS READY TO MOVE ON

Expand on the lesson by including words that end with consonant blends—two consonant sounds. Have students tell which sound is last. Separating these phonemes can be challenging, because many speakers do not

clearly pronounce both sounds. Stress the final sound as you say words such as **nest, ask, crisp, elf, milk, old, jump, stamp, kind, and went**.

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

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





Description

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

TEACHER TIPS

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

The words in this lesson end with consonant sounds /p/, /t/, /g/, /n/. You may want to add or substitute other final consonant sounds such as /d/, /s/, /k/.

When isolating sounds, take care to avoid adding a vowel sound after stop consonants; for example, say /g/, not *guh*.


PREPARATION/MATERIALS

- Objects: a cap, a hat, a bag, a green marker
- A copy of the 8 pictures at the end of the lesson


Direct Instruction

 *Today we are going to learn how to find the very last sound in a word.*

Point to a bag.


 *This is a bag. I will say bag slowly and you listen for the ending sound: ba...**g**.*

Isolate and stress the final consonant.

 *I hear /g/ at the end of bag. Let's say bag together and make the last sound stronger: ba...**g**... bag. The last sound is /g/.*

Repeat this procedure with additional words such as pen, map, and cat as needed. Make sure to isolate and stress the final consonant sound.

Guided Practice

 *Let's think about the word rug.*

Point to a rug.

 *Let's say it slowly to find the very last or ending sound in the word rug. ru...**g***


Isolate and stress the ending sound in rug.

 *What sound do you hear at the end of this word? (/g/)*


Repeat this procedure with additional words with other consonant sounds as needed. Suggested words: **bat, run, mop**.

Independent Application


Have students work independently or in small groups. Display the eight pictures at the end of the lesson: **bug, egg, cup, sheep, rope, bat, feet, hat**. Have students take turns naming each picture.

 *You are going to sort these pictures into three groups so that all the words that end with the same sound are together. Remember to say these words slowly to help you hear the last sound.*

Display the pictures in a mixed-up order.


 *I'll do this one, bat. Bat ends in the sound /t/. So that will go in a group with other words that end in /t/. Now you sort the rest.*

Offer support as needed.

 *Now let's talk about the sounds we heard at the end of these words. What three sounds did you hear? (/g/, /p/, and /t/) Tell me what words end with /g/? (bug, egg) What words end with /p/? (cup, sheep, rope) What sound is at the end of bat, feet, hat? (/t/)*

Wrap-up

Check students' understanding.

 *What did we learn to do today? (Find the last sound in a word.) What can we do to help us hear the last sound in a word clearly? (Say it slowly and make the last sound stronger.)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Support students who need help understanding *ending sound* or *last sound*. Guide them in using their pointing finger to make a left-to-right line on their desktop as they say the word. The line represents the sequence of sounds in the word. The last sound is what they say when their finger stops.

Option 2: Focus on one final consonant sound. Name two words with the same final consonant sound (e.g., **mug/bag**) and have students show 'thumbs up' or 'thumbs down' if they have the same sound.

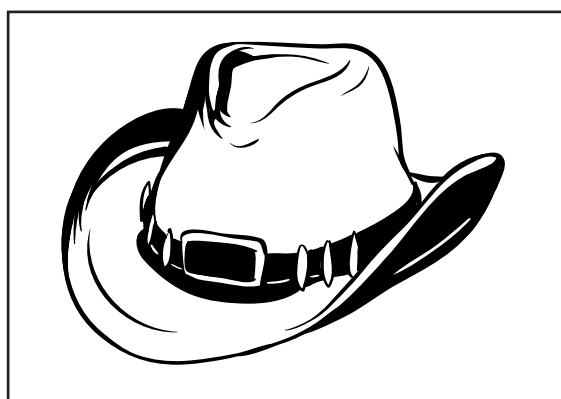
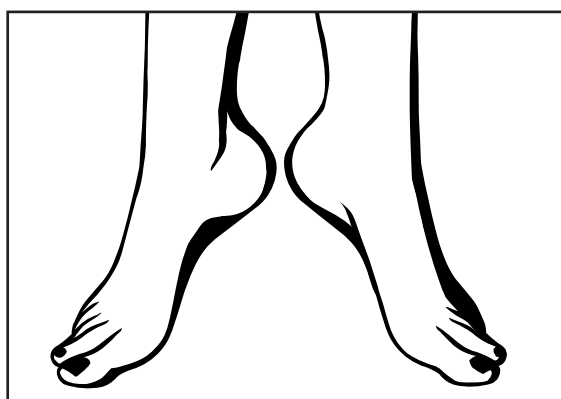
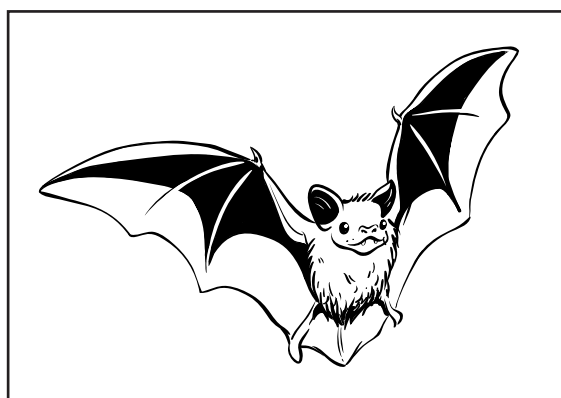
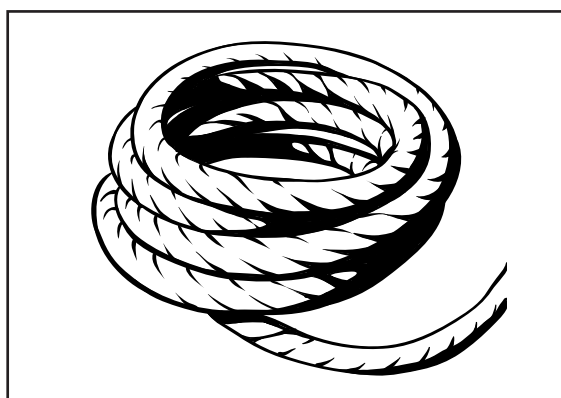
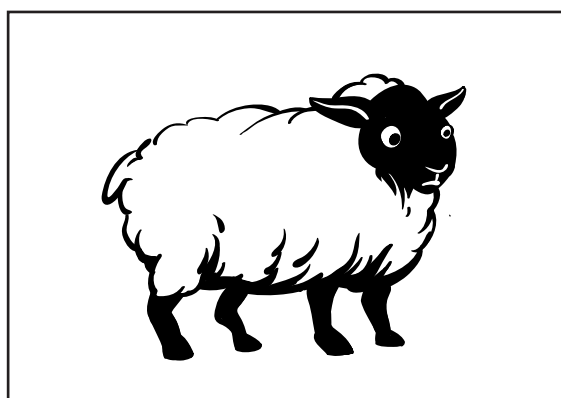
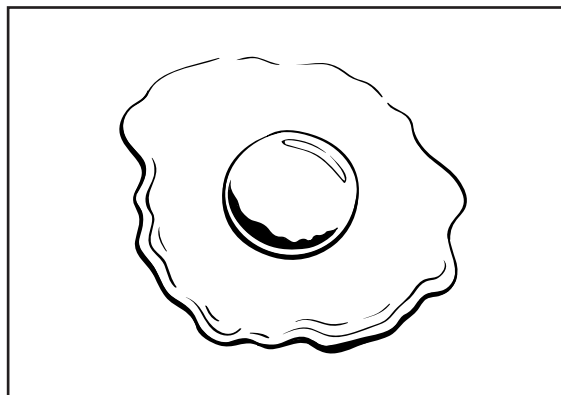
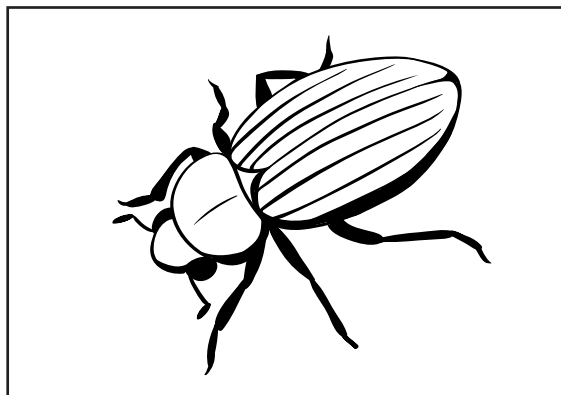
FOR STUDENTS READY TO MOVE ON

Expand on the lesson by including words that end with consonant blends—two consonant sounds. Have students tell which sound is last. Separating these phonemes can be challenging, because many speakers do not

clearly pronounce both sounds. Stress the final sound as you say words such as **nest, ask, crisp, elf, milk, old, jump, stamp, kind,** and **went**.

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 identifying the letters that make initial consonant sounds in CVC words. Listening for the sounds within words and associating the sounds with letters are fundamental to decoding and spelling.

TEACHER TIPS

This lesson uses the consonant letters **c**, **r**, **m**, and **t**. You may use the same steps with more or different initial consonant letters.

When isolating sounds, take care not to use your voice with unvoiced sounds. Try to avoid adding a vowel sound after stop consonants (e.g., say /k/ instead of *kuh*). Also take care to pronounce the consonant **r** as /r/ and not /er/.

PREPARATION/MATERIALS

- Letter tiles for each student
- A copy of the 4 pictures at the end of the lesson

Warm-up

Use an oral activity to review the initial consonant sounds in the lesson.

***say** Listen as I say three words: tooth, time, tap. What's the first sound in tooth? (/t/) time? (/t/) tap? (/t/) They all begin with the same sound. Let's say the first sound together: /t/.*

Continue with other word trios: /k/ cat, cold, cape ; /r/ rake, rule, run; /m/ man, map, make.

Direct Instruction

***say** Today, we are going to listen for the first sound in a word and decide which letter makes that sound.*

Display the picture of the cat and the rat.

This is a cat and this is a rat. Say the words with me: cat, rat. Cat and rat sound the same at the end but they begin with different sounds.

Point to the letters **at** below the picture of the cat as you blend the sounds /a/ and /t/.

This says /aaa...t/, at.

Then write the letter **c** on the blank line in front of **at**.

*The letter **c** makes the sound /k/. Listen, /k/.../at/, cat. The letters **c-a-t** spell cat!*


Repeat the above sequence with the **rat**. Then:

*The words cat and rat are the same at the end but they begin with different sounds and letters. The first letter of rat is 'r' /rrr/. The first letter of **cat** is 'c' /k/.*

When I want to decide which letter is at the beginning of a word, I say the word and think about the first sound. Then I decide what letter makes that sound.

Guided Practice

Display the pictures of tap, map, and cap. Help each student lay out the letter tiles **a-p** and arrange letter tiles **t**, **m**, and **c** underneath. Point to the picture of **tap**.

 *This picture shows a kind of dancing called tap.*

Run your finger under the letters **ap** below the picture as you blend the sounds /a/ and /p/.

 *I hear /t/ at the beginning of tap. What letter makes the sound /t/? (t)*

Have students air-write the letter **t** with their finger as you say /t/, tap. Then have students select the letter tile **t** to spell **tap**.

Repeat the above sequence with the pictures of **map** and **cap**. Take turns with students saying the picture name, blending the two given letters, pronouncing the first sound, air-writing the letter, and spelling each word with their letter tiles.

Independent Application


Display the letters **an** and ask students to arrange their letter tiles to spell **a-n**.

 *Listen to this word: man. "The man is tall." Think about the first sound in man. Now, use your letter tiles to spell the word man.*

Now, listen to this word: ran. "I ran in the park." Think about the first sound in ran and use your letter tiles to spell ran.

Continue by saying the words **can** and **tan**. Offer oral context, for example: "We can do many things; this is a tan crayon." Have students use their letter tiles to spell the words.

Give students more opportunities to contrast initial sounds and show letters.

 *Use your letter tiles to end a word with the letters e-n.*

Now listen to this word: ten. "I have ten fingers." What is the first sound in ten? (/t/) What letter makes the sound /t/? (t)

Find the letter t to begin the word ten. Now read the word you just spelled. (ten)

Now take away the letter t.

Listen as I say a new word: men. "Grown-up boys are men." What is the first sound in men? (/m/) What letter makes the sound /m/? (m)

Find the letter m to begin the word men. Now read the word you just spelled. (men)

Wrap-up

Check students' understanding. Name any two rhyming words from the lesson, and have students use their own words to explain how the words are different in sound and spelling.

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: Support students who need help with the concepts of *beginning* and *end* and the related terms *first*, *start*, *last*.

Draw three boxes in a row. As you point to each box in sequence, say one phoneme in a CVC word such as /m/ /a/ /t/, *mat*. Have students echo you at each step. Then guide them in identifying the boxes associated with the first and last sounds.

For example:

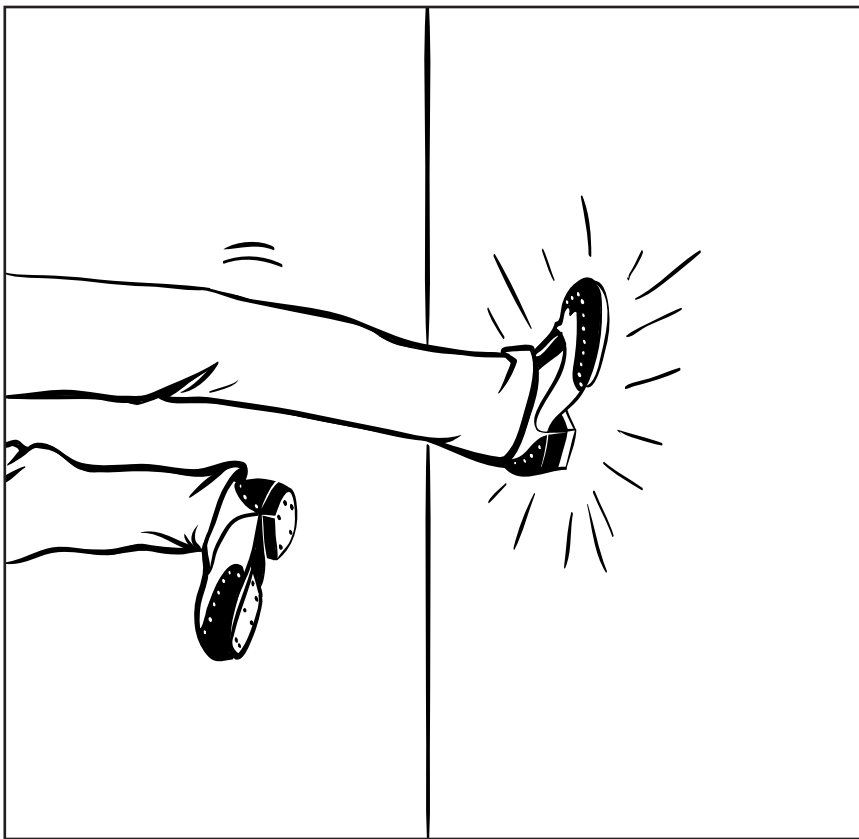
- Point to the first sound, /m/.
- Point to the last sound, /t/.
- Point to the /t/ at the end of the word *mat*.
- Point to the beginning of the word *mat*, /m/.
- Ask, "Where does the word start?"

Option 2: Substitute an activity in which students hold up a letter card every time they hear a word that begins with the sound for that letter. For example:

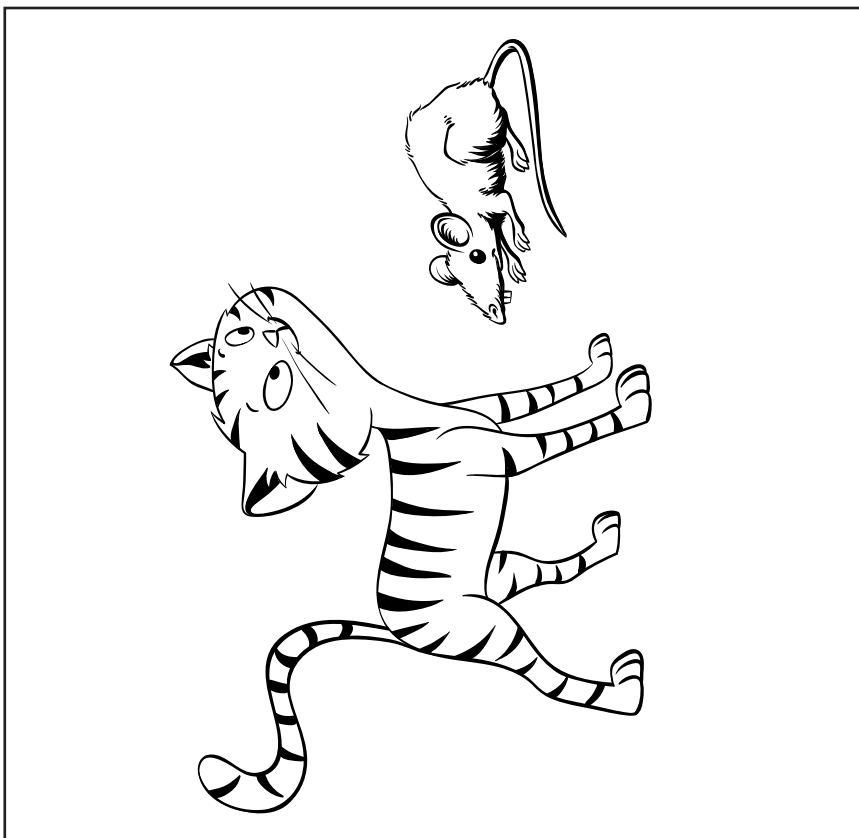
say *What letter is on your card? (c) What is the sound for c? (/k/) Listen as I say a word. If you hear /k/ at the beginning, hold up your card and say c. If you don't hear /k/ at the beginning, stay as still as a statue. Listen: sun...cup...hat...cot...catch...get...pick.*

FOR STUDENTS READY TO MOVE ON

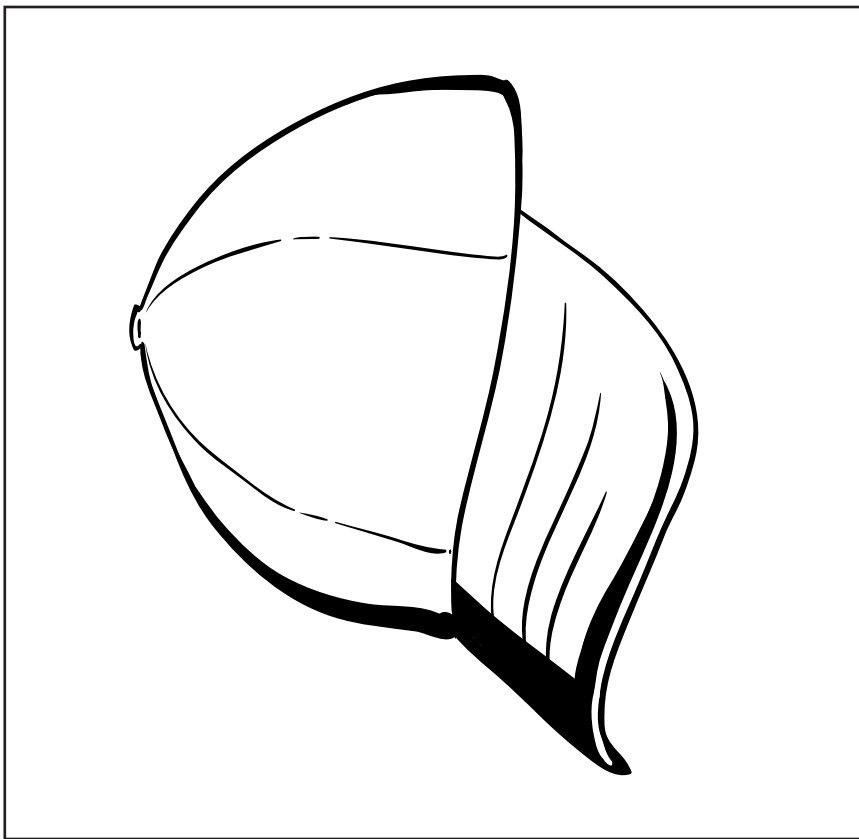
Expand the lesson by using additional initial consonant letters and words that do not rhyme. Have students listen for initial sounds and name and show the first letter as they say each word.



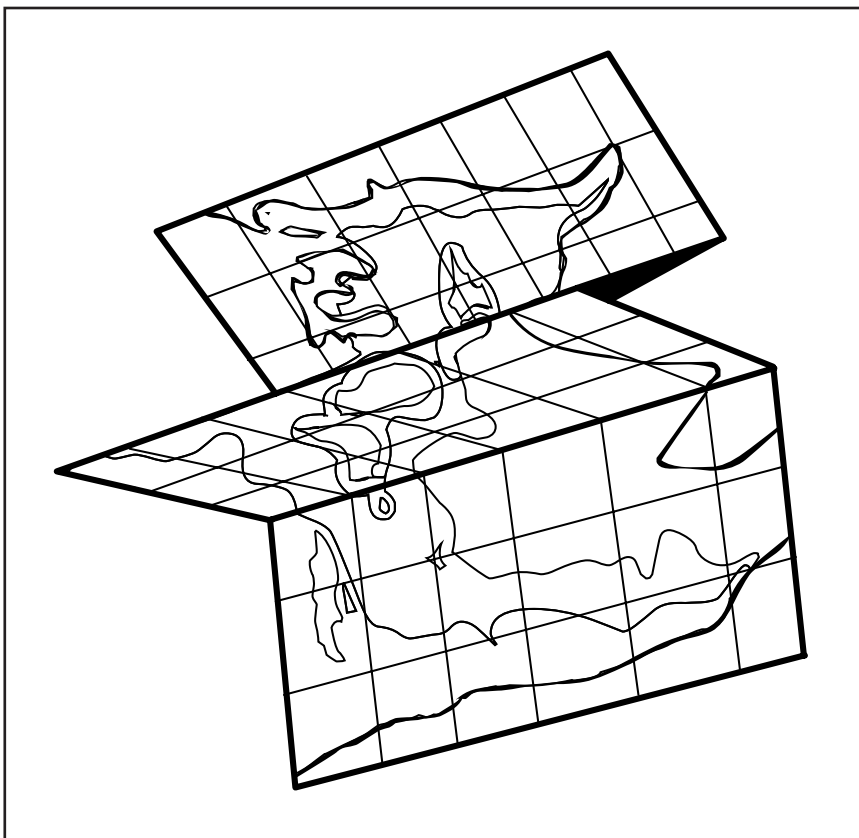
ap _



at _



ap _



ap _

Description

This lesson is designed to help students understand that words can describe things. By applying the same adjective to varied objects, students develop word knowledge. They also build their skill at reasoning with the concept of *both* by identifying objects that are described with two adjectives.

TEACHER TIPS


The following steps outline a lesson using paired adjectives that describe color and shape. The same sequence can be used with other paired adjectives that can be used to describe familiar objects (e.g., soft, smooth, sharp, heavy, tiny, flat, shiny, sticky, long, striped, spotted).


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

PREPARATION/MATERIALS

- Use construction paper to make sets of six shapes: a yellow square, a yellow circle, a blue square, a blue circle, a red square, and a red circle. (for display and for students)

Direct Instruction


 *Today, we are going to learn how to use words to describe things. Describing means to tell what something looks like, feels like, sounds like, and even what it tastes and smells like.*

 ***Blue** is a color word that describes what things look like. What are some other color words you know?*

Use the word **blue** as you point to and describe things in the classroom: a crayon, a book cover, an item of clothing, etc.

 *We can also use describing words to tell about shapes. One describing word is **round**.*

Use the word **round** as you point to and describe things in the classroom: a clock, a globe, a ball, etc. Then, hold up the blue circle that you cut out of construction paper.

 *This is a **round** shape.*

Use your hands to make a circular shape, and have students imitate the gesture while repeating the word **round**.

Then, hold up the blue circle.

 *I can use two describing words at a time to talk about this paper. This paper is both **blue** and **round**.*

Guided Practice

Give each student a set of construction paper shapes. Have students hold up the paper that matches your description:

 *Which paper is both **yellow** and **round**?*

*Which is the **red square** paper?*

*Which paper is both **yellow** and **square**?*

*Which is the **red round** paper?*

Point to the blue square cutout.


 *What two words describe this paper? (blue, square)*

Independent Application

Describe classroom objects that have a familiar color and shape. Have students identify each object and complete this sentence frame with the two adjectives that you provided in your clue.

The __ is both __ and __.

Possible clues:

 *I see something on the wall. It is both **round** and **black**. What is it? (The clock is both round and black.)*

 *I see something on my desk. It is both **square** and **red**. What is it? (The storybook is both square and red.)*

 *I see something on the wall. It is both **white** and **rectangular**. What is it? (The whiteboard is both white and rectangular.)*

Wrap-up


Check students' understanding. Have students describe something using two adjectives that you provide, such as **red** and **round**. Use the sentence frame from Independent Application to structure student responses. Use students' responses to guide your choice of activities in the Adaptations on the next page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Substitute a lesson using color words to give students practice listening for and saying adjective-noun pairs, as in **red rug**, **blue shirt**, **purple crayon**.

Then use the illustrations in a picture book to play a guessing game using two adjectives at a time:

 *I see something that is both **red** and **blue**. What is it?*

 *I see a **purple** and **yellow** thing. What is it?*

FOR STUDENTS READY TO MOVE ON

Option 1: Name something that students can observe, and then ask questions to elicit varied adjectives to describe it. Challenge students to name more than five describing words. For example, these adjectives could describe a tree: **green**, **brown**, **tall**, **living**, **strong**, **thick**, **old**, **leafy**.

Option 2: Play a guessing game using pairs of adjectives. Display about a dozen objects (e.g., a crayon, an eraser, chalk, a cup, a toy car, string, tape, a paper clip). Take turns saying two words to describe an object without naming the object. For example,

*I see something that is **round** and **shiny**.*

*I see something that is **long** and **white**.*

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- During Direct Instruction and Guided Practice, display a sentence frame similar to the one used in Independent Application: **The paper is both ___ and ___**. Encourage students to use the frame when answering questions about color and shape.
- 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.
- Display a word list of adjectives that can be combined in a variety of classroom contexts. Encourage students to practice combining adjectives with a partner and in small-group discussions. Likewise, model the use of combined adjectives in conversation and instruction.

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

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

Description

This lesson is designed to help students form mental pictures of the events in a narrative or informational text. As they make a mental picture of the details of the pictures, students work with the sequence words *first*, *next*, and *last*, and build their understanding of story structure—*beginning*, *middle*, and *end*. Students are prompted to ask questions to improve understanding and clarify information.

TEACHER TIPS


The instruction and practice in this lesson may be used with other three-event narratives or informational sequences.

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

- Draw 3 rectangles. In left-to-right sequence, draw 1 dot in the first frame, 2 in the second, and 3 in the third
- A copy of the 2 sets of pictures at the end of the lesson

Direct Instruction

 *Stories have a beginning, a middle, and an end. They go in order. Information about real events may also follow that order. We can use the words **first**, **next**, and **last** to talk about stories and information. Watch carefully as I do three things.*


Act out a simple three-step sequence: (1) Walk to the bookshelf, (2) Look at a few books, and (3) Choose one book to bring back to your desk.


Display the three rectangles with dots. Point to each frame as you use the sequence words *first*, *next*, and *last* as you talk about what you did.

 *The **first** thing I did was walk to the bookshelf. **Next**, I looked over the books. And **last**, I picked the book I wanted to read.*

Guided Practice


Display the three rectangles with dots as you tell students about the three parts of a story.


 *Let's think together about what I just did like we are thinking about a story. When I listen to a story, I picture in my mind what is happening **first**—at the beginning of the story. I picture what is happening **next**—in the middle of the story. And I picture what is happening **last**—at the end of the story.*

 *Now, I'm going to read a story. As we listen, let's picture what is happening **first**, **next**, and **last**. It will be like watching a movie inside our head. Remember to listen to others, take turns and speak clearly as we talk about the story.*

Carly and her mother picked apples at the orchard. They filled a big basket with apples. Carly and her mother baked apple pies at home.

Point to the single-dot frame and reread the first sentence.


 Here's what I picture in the first part of the story. Carly is a girl who is with her mother. They are outdoors in an orchard—a kind of farm for apple trees. They are reaching up to pick apples from the tree branches.

 What do you picture at the beginning of the story? As we talk about the story, remember to listen to others, take turns and speak clearly.


Encourage students to offer varied details about the girl, mother, and setting. Point out that there are many ways to picture a scene.

Reread the second event. Have students give ideas about what they picture. Reread the third event, and share ideas about what the scene looks like.

Then display the three pictures from the first story. Make sure they are not in order.

 These pictures show what happens first, next, and last in the story. Which picture shows the beginning of the story? (The girl and her mother in the apple orchard.)

Direct students to place this picture by the first frame.

 Which picture shows the middle of the story? (The girl and her mother carrying a big basket of apples.)

Direct students to place this picture by the second frame.

 What does this picture show? (The end of the story; the girl and her mother are in the kitchen baking apple pies.)


Direct students to place this picture by the third frame.

Talk about the details that match what you and students imagined, and other details the artist provided.

 Do you have other questions about the story that will help you understand what happened?

Independent Application

Follow a similar procedure with the story below.

 *Now I'll read information about how to teach a dog to swim. Think about what happens first, next, and last in the sequence of events. Make a movie in your head as you listen.*

Throw a ball into a lake. The dog will chase it into the water. The dog will swim back to return the ball.

Have students describe what they picture happening first, next, and last in the sequence of events.

Then, display the three pictures on the second picture page at the end of the lesson.

Direct students to place the pictures in sequence, under the three frames marked with one, two, or three dots.

Wrap-up


Check students' understanding. Present either set of pictures from the lesson. Ask students to use their own words to tell what happens in the **first**, **next**, and **last**.


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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Substitute an activity in which students listen to two events that happen *first* and *next*. They then pantomime the events in sequence. Examples:

 *First, [student] walked to the toy chest. Next, he/she found a puppet to play with.*

 *First, Rabbit hopped to the garden. Next, she nibbled on lettuce she found there.*


Option 2: Talk with students about three things they have done so far today. Use the words *first*, *next*, and *last* as you repeat the events. Then, prompt students to retell "the story of today" in sequence.

FOR STUDENTS READY TO MOVE ON

Option 1: Read a familiar story or informational text to students, pausing to ask questions about sequence. For example:

 *Whose porridge did Goldilocks try first? Next? Last?*

 *Whose bed did Goldilocks sleep in first? Next? Last?*

 *Goldilocks tried out the beds, the chairs, and the porridge in the Bears' house. Which did she try out first, next, and last?*

Option 2: Discuss with students what might happen next in the two sequences used in this lesson. Have them illustrate their predictions in the fourth picture frame. Students should then describe what they drew and explain their thinking.

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

- Display and review sentence starters to support student contributions to group discussions:

In the beginning of the story... (First...)

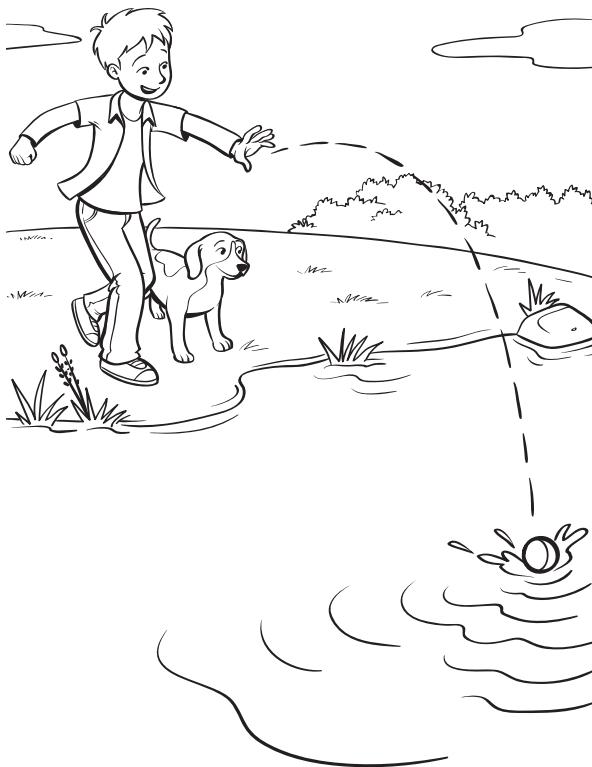
In the middle of the story... (Next...)

At the end of the story... (Last...)

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 letter-sound correspondence for the short vowel **a**. The short sounds for vowels are usually introduced before other vowel sounds. Learning letter-sound correspondence for short vowels allows students to apply phonic word attack strategies to reading closed syllable words (syllables ending in one or more consonants with a single short vowel).

TEACHER TIPS


You may use the same sequence in this lesson with different words. For example, if any of your students' names begin with short vowel sounds, you may use their names in place of less familiar words.

PREPARATION/MATERIALS


- Classroom alphabet chart
- Rubber bands for stretching
- Keyword Image Card for short **a**
- A copy of the 6 pictures at the end of this lesson

Direct Instruction


Display the alphabet chart.

 *There are two kinds of letters in the alphabet, called vowels and consonants. The vowels are **a, e, i, o, and u**. We're going to learn about the vowel letter **a**. Can you show me the letter **a** in the alphabet chart? That's right, the vowel letter **a** is the first letter in the alphabet.*


Display the Keyword Image Card for the short vowel **a**. Give each student a rubber band.


 *This is a picture of an apple. The word **apple** begins with the vowel letter **a**. Listen as I stretch out the first sound of apple. **aaa...pple**.*

Stretch the rubber band as you repeat the word again.

 *Now, you stretch your rubber band and say **apple** in that stretched-out way. (aaa...ppple)*


 *The first sound in apple is the vowel sound /ă/. That sound is called short **a**.*

 *Watch how I get my mouth ready to say the first sound of **apple** - /ă/. I make my mouth wide with my lips apart, like I'm taking a bite out of an apple.*

 *When I hear a word that begins with /ă/, I know that the first letter in the word is **a**. Another word that begins with /ă/ is the word **at**. I know that the first letter in the word aaa...t is **a**.*


Guided Practice

Point to the Keyword Image Card for short vowel **a**.

 *Now, you get your mouth ready to say **apple**. Open your mouth wide, like you are going to take a bite out of an apple. Say the short a vowel sound and the keyword with me and stretch your rubber band. /aaa/, **pple**.*

Let's listen to some words and see if they begin with the sound of the short vowel a, /aaa/.

Display the picture of an **alligator**.

 *This is an **alligator**.*

Discuss the meaning.


*Let's say the word **alligator** together. (alligator) What sound is at the beginning of **aaa...lligator**? (/ă/) What letter makes the /ă/ sound? (a) Yes, when we say **alligator** we open our mouth wide like we are going to take a bite out of an **aaa...pple**.*


Follow the same procedure for the pictured words **ax**, **ant**, **astronaut**, **addition**, and **actor**.


Independent Application

Display the pictures at the end of the lesson one at a time. Give students two possible names for the picture and have them choose the one that begins with a short **a** sound. Provide support as needed by repeating the target word with an emphasis on the short vowel sound. Also have students air-write the letter a as they say the letter name.


 *Which word begins with /ă/—**alligator** or **crocodile**? (alligator) What's the first sound in **alligator**? (/ă/). What's the first letter? (a)*

 *Which word begins with /ă/—**bug** or **ant**? (ant) What's the first sound in **ant**? (/ă/). What's the first letter? (a)*

 *Which word begins with /ă/—**spaceman** or **astronaut**? (astronaut) What's the first sound in **astronaut**? (/ă/) What's the first letter? (a)*

 *Which word begins with /ă/—**add** or **numbers**? (add) What's the first sound in **add**? (/ă/) What's the first letter? (a)*

 *Which word begins with /ă/—**actor** or **performer**? (actor) What's the first sound in **actor**? (/ă/) What's the first letter? (a)*

 *Which word begins with /ă/—**hatchet** or **ax**? (ax) What's the first sound in **ax**? (/ă/) What's the first letter? (a)*

Wrap-up


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

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

Adaptations


FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card.

 What picture is on your card? (apple)

What sound do you hear at the beginning of **aaa...ple**? (/ă/)

What letter makes the sound /ă/? (a)


 Listen as I say a word. If you hear /ă/ at the beginning, pretend to bite an apple and say /ă/. (Demonstrate pretending to take a bite of an apple with a hand gesture.) If you don't hear /ă/ at the beginning of the word, stay as still as a statue.

Suggested words: **answer, glasses, Africa, hay, acid, action, living, anteater**

Provide feedback for any errors by having students repeat the word exaggerating the first sound.

FOR STUDENTS READY TO MOVE ON

Option 1: Say each of the phrases below, one at a time. Clarify the meaning of any unfamiliar words, or create new phrases with words that your students will know. For each phrase, stress the word that begins with the short vowel sound /ă/ and point to the shape of your mouth while saying that word.

 Which word begins with the short a sound /ă/?

If students answer correctly, reinforce by repeating the word with the short vowel sound /a/ together. If students answer incorrectly, point out the beginning sound of the word they said and how it is different from the short vowel **a**.

Suggested phrases: **the big ant, he and she, ask me questions, at the store, this ax chops wood, an eagle flies, animals in the zoo, the movie actors**

Option 2: Once students have learned more than one short vowel, give practice contrasting two short vowels at a time.

Each student should have a letter card for each short vowel being targeted. Say one word at a time. Direct students to repeat the word, listen for the first sound, and hold up the matching letter card.

Suggested Words:

Short **a** and short **i**: **apple, igloo, adding, as, if, ashes, indoors, ant, alley, itchy, avenue**

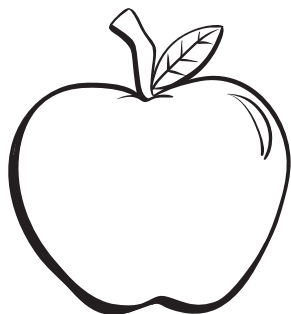
Short **a** and short **o**: **octopus, apple, olive, ox, ax, album, actor, ant, opposite, answer, on, an**

Short **a** and short **u**: **apple, umbrella, under, added, active, uncle, up, after, us, as, and, anthill**

Short **a** and short **e**: **elephant, apple, answer, ax, ending, ever, am, and, exit, enemy, ambulance, animal**

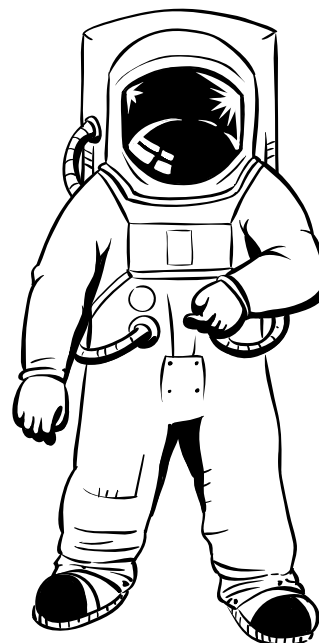
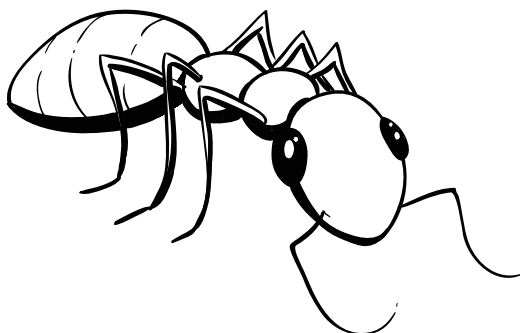
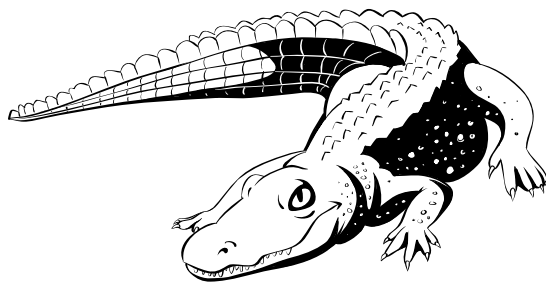
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

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



a

apple





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Description

This lesson is designed to reinforce letter-sound correspondence for the short vowel **i**. The short sounds for vowels are usually introduced before other vowel sounds. Learning letter-sound correspondence for short vowels allows students to apply phonic word attack strategies to reading closed syllable words (syllables ending in one or more consonants with a single short vowel).

TEACHER TIPS


You may use the same sequence in this lesson with different words. For example, if any of your students' names begin with short vowel sounds, you may use their names in place of less familiar words.

PREPARATION/MATERIALS


- Classroom alphabet chart
- Rubber bands for stretching
- Keyword Image Card for short vowel **i**
- A copy of the six (6) pictures at the end of this lesson

Direct Instruction

Display the alphabet chart.

 *There are two kinds of letters in the alphabet, called vowels and consonants. The vowels are **a, e, i, o, and u**. We're going to learn about the vowel letter **i**. Can you show me the letter **i** in the alphabet chart? That's right, the vowel letter **i** is between the consonants **h** and **j** in the alphabet.*


Display the Keyword Image Card for the short vowel **i**. Give each student a rubber band.


 *This is a picture of an igloo. The word **igloo** begins with the vowel letter **i**. Listen as I stretch out the first sound of igloo. **iii...gloo**.*

Stretch the rubber band as you repeat the word again.

 *Now, you stretch your rubber band and say **igloo** in that stretched-out way. (iii...gloo)*


 *The first sound in igloo is the vowel sound /i/. That sound is called short **i**.*

 *Watch how I get my mouth ready to say the first sound of **igloo** - /i/. I open my mouth just a bit, as if I'm making a little smile.*

 *When I hear a word that begins with /i/, I know that the first letter in the word is **i**. Another word that begins with /i/ is the word **it**. I know that the first letter in the word iii...t is **i**.*


Guided Practice

Point to the Keyword Image Card for short vowel **i**.

 Now, you get your mouth ready to say **igloo**. Open your mouth slightly, as if you're making just a little smile. Say the short **i** vowel sound and the keyword with me and stretch your rubber band. **iii...gloo**.

Let's listen to some words and see if they begin with the sound of the short vowel **i**, /i:/.

Display the picture of an **insect**.

 This is an insect.


Discuss the meaning.


Let's say the word **insect** together. (insect) What sound is at the beginning of **iii...nsect**? (/i/) What letter makes the /i/ sound? (i) Yes, when we say **insect** we open our mouth slightly, as if we're making just a little smile.

Follow the same procedure for the other pictures: **instrument**, **itchy**, **illness**, **inch**, **illustration**.


Independent Application


Display the pictures one at a time. Give students two possible names for the picture and have them choose the one that begins with a short **i** sound. Provide support as needed by repeating the target word with an emphasis on the short vowel sound. Also have students air-write the letter **i** as they say the letter name.


 Which word begins with /i/—**illness** or **sickness**? (illness) What's the first sound in **illness**? (/i/). What's the first letter? (i)

 Which word begins with /i/—**guitar** or **instrument**? (instrument) What's the first sound in **instrument**? (/i/). What's the first letter? (i)

 Which word begins with /i/—**itchy** or **scratchy**? (itchy) What's the first sound in **itchy**? (/i/). What's the first letter? (i)

 Which word begins with /i/—**beetle** or **insect**? (insect) What's the first sound in **insect**? (/i/). What's the first letter? (i)

 Which word begins with /i/—**inch** or **ruler**? (inch) What's the first sound in **inch**? (/i/). What's the first letter? (i)

 Which word begins with /i/—**illustration** or **picture**? (illustration) What's the first sound in **illustration**? (/i/). What's the first letter? (i)

Wrap-up


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

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

Adaptations


FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card.

 What picture is on your card? (igloo)

What sound do you hear at the beginning of **iii...gloo?** (/i/)

What letter makes the sound /i/? (i)

 Listen as I say a word. If you hear /iii/ at the beginning, make a little smile and say /i/. If you don't hear /iii/ at the beginning of the word, stay as still as a statue.

Suggested words: **invited, reason, why, its, information, iguana, if, yes**

Provide feedback for any errors by having students repeat the word exaggerating the first sound.

FOR STUDENTS READY TO MOVE ON

Option 1: Say each of the phrases below, one at a time. Clarify the meaning of any unfamiliar words, or create new phrases with words that your students will know. For each phrase, stress the word that begins with the short vowel sound /i/ and point to the shape of your mouth while saying that word.

 Which word begins with the short **i** sound /i/?

If students answer correctly, reinforce by repeating the word with the short vowel sound /i/ together. If students answer incorrectly, point out the beginning sound of the word they said and how it is different from the short vowel **i**.

Suggested phrases: **an important person, it was hot, stay at the inn, inside or outside, if you can, an itchy rash, instant breakfast cereal, that is good**

Option 2: Once students have learned more than one short vowel, give practice contrasting two short vowels at a time.

Each student should have a letter card for each short vowel being targeted. Say one word at a time. Direct students to repeat the word, listen for the first sound, and hold up the matching letter card.

Suggested words:

Short **a** and short **i**: **apple, igloo, if, ax, an, in, it, at, as, is, inch, ill**

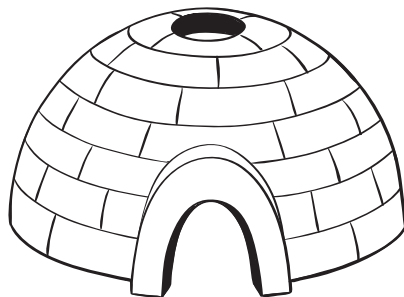
Short **o** and short **i**: **igloo, octopus, inchworm, odd, if, iguana, is, olive, indoors, imagine, October**

Short **u** and short **i**: **umbrella, igloo, upset, inner, us, is, inside, indoors, itch, imp, ump, under**

The distinction between short **e** /e/ and short **i** /i/ can be challenging to hear and say. Students may be ready to try these contrasting examples with context sentences for meaning support: **igloo, elephant, edge, inch, ill, egg, if, exit, instruct, ignore, elevator, important**

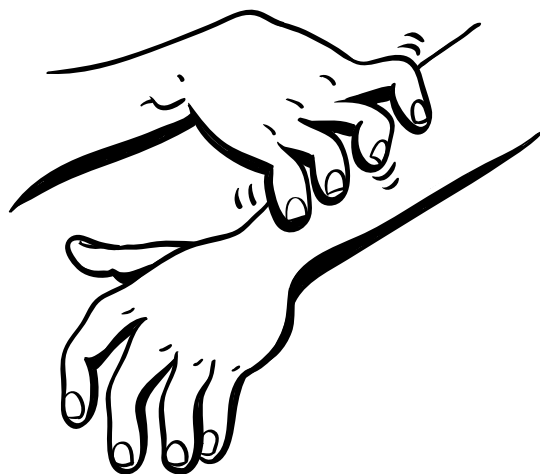
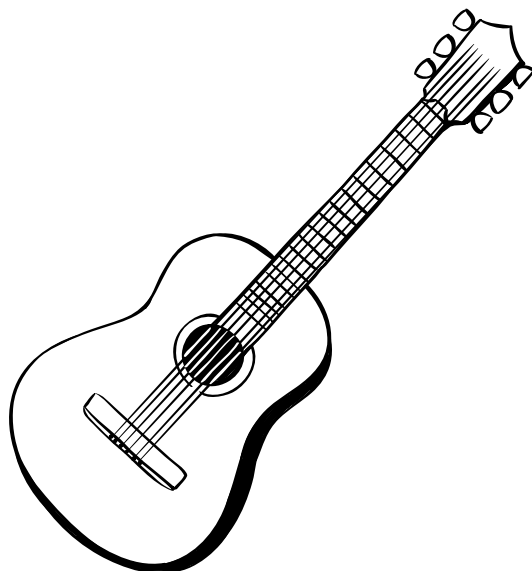
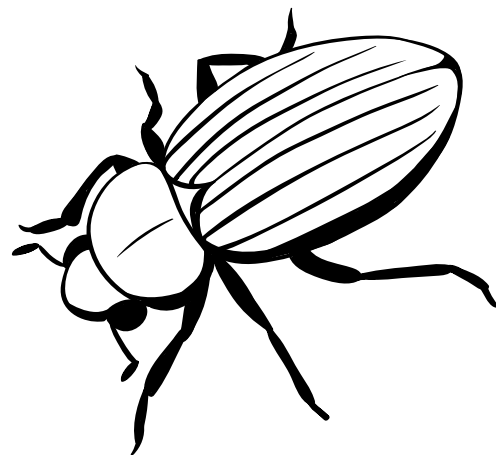
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

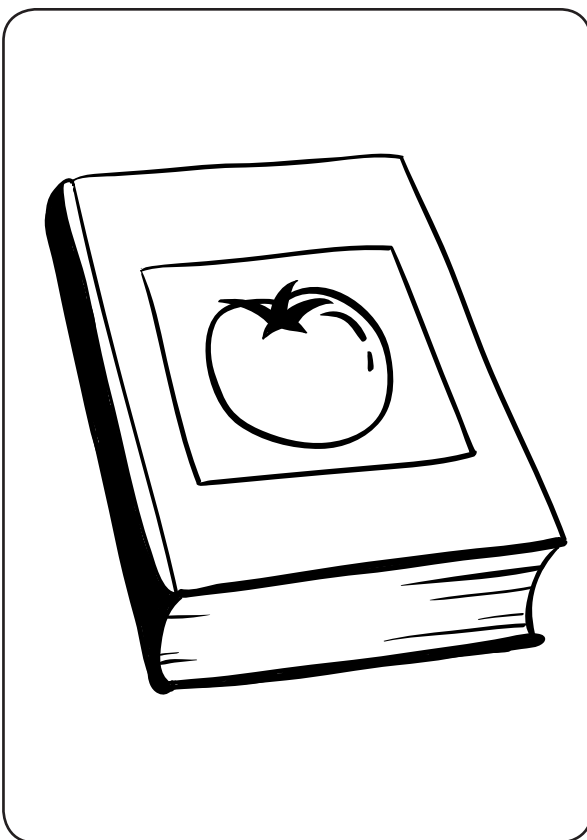
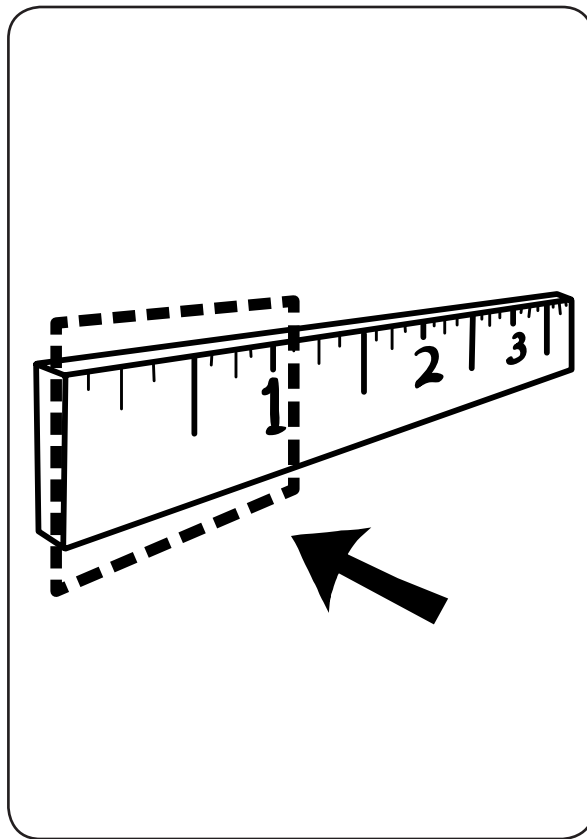
For further practice with these skills, provide students with **Lexia Skill Builders®**.



i

igloo







Description

This lesson is designed to reinforce letter-sound correspondence for the short vowel **o**. The short sounds for vowels are usually introduced before other vowel sounds. Learning letter-sound correspondence for short vowels allows students to apply phonic word attack strategies to reading closed syllable words (syllables ending in one or more consonants with a single short vowel).

TEACHER TIPS

You may use the same sequence in this lesson with different words. For example, if any of your students' names begin with short vowel sounds, you may use their names in place of less familiar words.

PREPARATION/MATERIALS

- Classroom alphabet chart
- Keyword Image Card for **o**
- Rubber bands for stretching
- A copy of the 6 pictures at the end of this lesson

Direct Instruction

Display the alphabet chart.

say *There are two kinds of letters in the alphabet, called vowels and consonants. The vowels are **a, e, i, o, and u**. We're going to learn about the vowel letter **o**. Can you show me the letter **o** in the alphabet chart? That's right, the vowel letter **o** comes between the consonants **n** and **p** in the alphabet.*

Display the Keyword Image Card for the short vowel **o**. Give each student a rubber band.

say *This is a picture of an octopus. The word octopus begins with the vowel letter **o**. Listen as I stretch out the first sound of octopus. **ooo...ctopus**.*

Stretch the rubber band as you repeat the word again.

say *Now, you stretch your rubber band and say **octopus** in that stretched-out way. (ooo...ctopus)*


say *The first sound in octopus is the vowel sound /**ō**/. That sound is called short **o**.*


say *Watch how I get my mouth ready to say the first sound of **octopus**—/ō/. I open my mouth very wide and let my jaw drop down, almost in the shape of a big letter **o**.*

say *When I hear a word that begins with /ō/, I know that the first letter in the word is **o**. Another word that begins with /ō/ is the word **on**. I know that the first letter in the word **ooo...n** is **o**.*


Guided Practice

Point to the Keyword Image Card for short vowel **o**.


 *Now, you get your mouth ready to say **octopus**. Open your mouth very wide and let your jaw drop down so your lips makes a big letter **o**. Say the short **o** vowel sound and the keyword with me and stretch your rubber band. /ooo/, ooo...ctopus.*

 *Let's listen to some words and see if they begin with the sound of the short vowel **o**, /ooo/.*

Display the picture of an **otter**.

 *This is an otter.*

Discuss the meaning.


 *Let's say the word **otter** together. (otter) What sound is at the beginning of ooo...tter? (/ö/) What letter makes the /ö/ sound? (o) Yes, when we say otter, we open our mouth very wide and drop our jaw like we're going to make a big letter o.*


Follow the same procedure for the pictured words **olive**, **oxen**, **ostrich**, and **opposite**.

Independent Application

Display the pictures one at a time. Give students two possible names for the picture and have them choose the one that begins with a short **o** sound. Provide support as needed by repeating the target word with an emphasis on the short vowel sound. Also have students air-write the letter **o** as they say the letter name.

 *Which word begins with /ö/—**otter** or **mammal**? (otter) What's the first sound in **otter**? (/ö/) What's the first letter? (o)*

 *Which word begins with /ö/—**animals** or **oxen**? (oxen) What's the first sound in **oxen**? (/ö/) What's the first letter? (o)*

 *Which word begins with /ö/—**ostrich** or **bird**? (ostrich) What's the first sound in **ostrich**? (/ö/) What's the first letter? (o)*

 *Which word begins with /ö/—**fruit** or **olive**? (olive) What's the first sound in **olive**? (/ö/) What's the first letter? (o)*

 *Which word begins with /ö/—**opposite** or **different**? (opposite) What's the first sound in **opposite**? (/ö/) What's the first letter? (o)*

Wrap-up


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


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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card and give each student a card with the letter **o**.

 *What picture is on this card? (octopus)
What sound do you hear at the beginning of **ooo...ctopus**? (/ɒ/) What letter makes the sound /ɒ/? (o)*


 *Listen as I say a word. If you hear /ɒ/ at the beginning, hold up your letter **o** card and say /ɒ/. If you don't hear /ɒ/ at the beginning of the word, stay as still as a statue.*

Suggested words: **otter, day, odd, onward, wheel occupy, onlooker, hearing, operate, robot**

Provide feedback for any errors by having students repeat the word exaggerating the first sound.

FOR STUDENTS READY TO MOVE ON

Option 1: Say each of the phrases below, one at a time. Clarify the meaning of any unfamiliar words, or create new phrases with words that your students will know. For each phrase, stress the word that begins with the short vowel sound /ɒ/ and point to the shape of your mouth while saying that word.

 *Which word begins with the short **o** sound /ɒ/?*

If students answer correctly, reinforce by repeating the word with the short vowel sound /ɒ/ together. If students answer incorrectly, point out the beginning sound of the word they said and how it is different from the short vowel **o**.

Suggested phrases: **a crane operator, online computer games, breathe in oxygen, sit on the seat, a land called Oz, count three objects, the month of October, an odd number**

Option 2: After students have learned more than one short vowel, give practice contrasting two short vowels at a time.

Each student should have a letter card for each short vowel being targeted. Say one word at a time. Direct students to repeat the word, listen for the first sound, and hold up the matching letter card.

Suggested words:

Short **a** and short **o**: **apple, octopus, odd, add, an, on, ox, ax, action, option, avenue, olive**

Short **i** and short **o**: **octopus, igloo, include, opera, onto, into, if, October, on, inch, obvious, important**

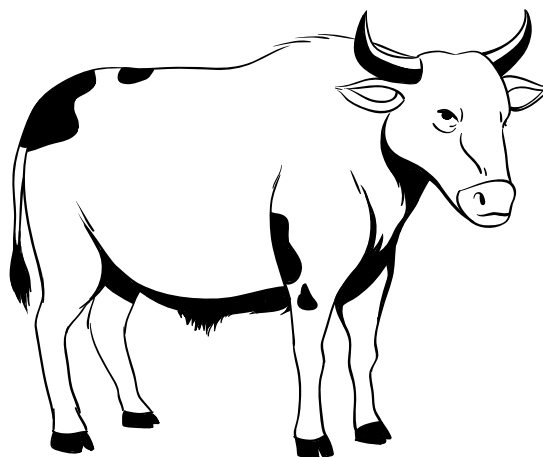
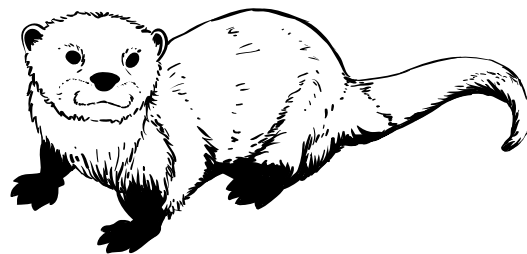
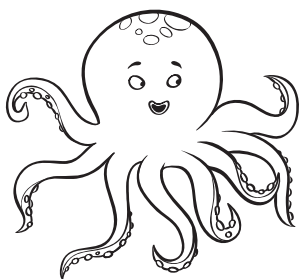
Short **u** and short **o**: **umbrella, octopus, under, on, ox, us, otter, upward, ostrich, ugly, operate, October**

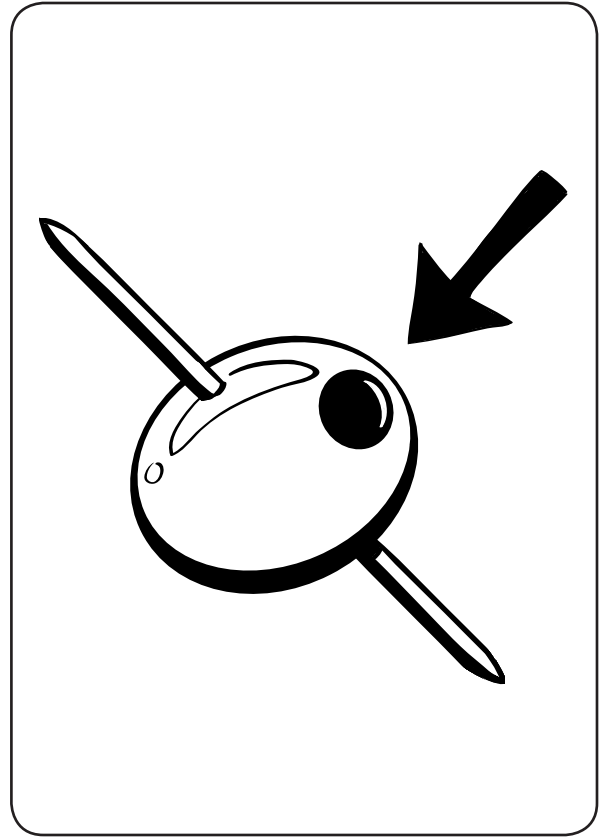
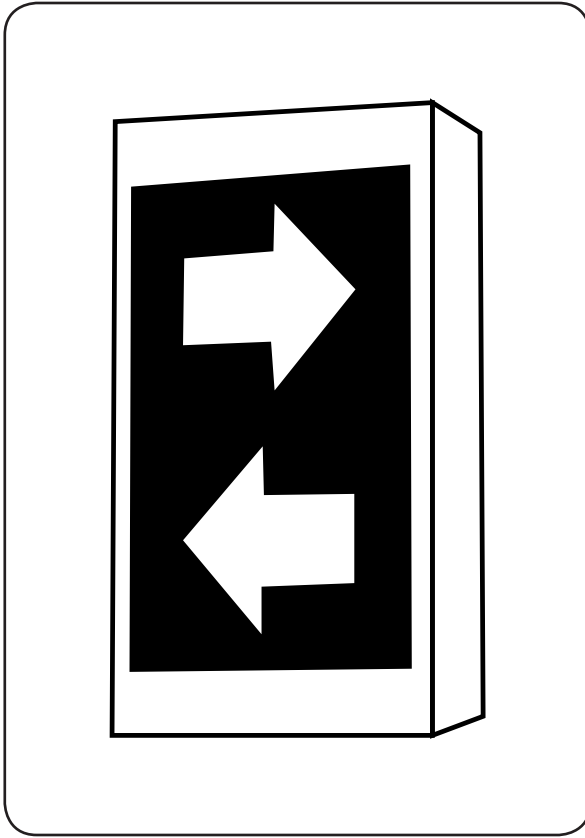
Short **e** and short **o**: **elephant, octopus, egg, ending, onto, olive, ever, oddly, elementary, oxygen, opposite**

*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®**.*



O





Description

This lesson is designed to reinforce letter-sound correspondence for short vowel **u**. The short sounds for vowels are usually introduced before other vowel sounds. Learning letter-sound correspondence for short vowels allows students to apply phonic word-attack strategies to closed syllable words (syllables ending in one or more consonants with a single short vowel).

TEACHER TIPS


You may use the same sequence in this lesson with different words. For example, if any of your students' names begin with short vowel sounds, you may use their names in place of less familiar words.

PREPARATION/MATERIALS

- Classroom alphabet chart
- Keyword Image Card for short vowel **u**
- Copy of the 6 pictures at the end of this lesson
- Rubber bands for stretching

Direct Instruction

Display the alphabet chart.

 *There are two kinds of letters in the alphabet, called vowels and consonants. The vowels are **a, e, i, o, and u**. We're going to learn about the vowel letter **u**. Can you show me the letter **u** in the alphabet chart? That's right, the vowel letter **u** comes between the consonants **t** and **v** in the alphabet.*


Display the Keyword Image Card for the short vowel **u**. Give each student a rubber band.


 *This is a picture of an umbrella. The word **umbrella** begins with the vowel letter **u**. Listen as I stretch out the first sound of umbrella. **uuu...mbrella**.*

Stretch the rubber band as you repeat the word again.

 *Now, you stretch your rubber band and say **umbrella** in that stretched-out way. (uuu...mbrella)*

 *The first sound in umbrella is the vowel sound /ŭ/. That sound is called short **u**.*

 *Watch how I get my mouth ready to say the first sound of **umbrella**—/ŭ/. I open my mouth just a little and my lips are relaxed.*

 *When I hear a word that begins with /ŭ/, I know that the first letter in the word is **u**. Another word that begins with /ŭ/ is the word **up**. I know that the first letter in the word **uuu...p** is **u**.*


Guided Practice

Point to the Keyword Image Card for short vowel **u**.


 *Now, you get your mouth ready to say **umbrella**. Open your mouth and relax your lips. Say the short **u** vowel sound and the keyword with me and stretch your rubber band. /uuu/, uuu...mbrella.*

 *Let's listen to some words. See if they begin with the sound of the short vowel **u**, /uuu/.*

Display the picture of an **umpire**.

 *This is an umpire.*

Discuss the meaning.


 *Let's say the word **umpire** together. (umpire) What sound is at the beginning of uuu...mpire? (/ü/) What letter makes the /ü/ sound? (**u**) Yes, when we say umpire we open our mouth and relax our lips.*

Follow the same procedure for the other pictures: **unhappy**, **under**, **us**, **up**, and **usher**.


Independent Application


Display the pictures one at a time. Give students two possible names for the picture and have them choose the one that begins with a short **u** sound. Provide support as needed by repeating the target word with an emphasis on the short vowel sound. Also have students air-write the letter **u** as they say the letter name.

 *Which word begins with /ü/—**referee** or **umpire**? (umpire) What's the first sound in **umpire**? (/ü/) What's the first letter? (**u**)*

 *Which word begins with /ü/—**unhappy** or **sad**? (unhappy) What's the first sound in **unhappy**? (/ü/) What's the first letter? (**u**)*

 *Which word begins with /ü/—**under** or **below**? (under) What's the first sound in **under**? (/ü/) What's the first letter? (**u**)*

 *Which word begins with /ü/—**high** or **up**? (up) What's the first sound in **up**? (/ü/) What's the first letter? (**u**)*

 *Which word begins with /ü/—**we** or **us**? (us) What's the first sound in **us**? (/ü/) What's the first letter? (**u**)*

 *Which word begins with /ü/—**ushers** or **helpers**? (ushers) What's the first sound in **ushers**? (/ü/) What's the first letter? (**u**)*

Wrap-up


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


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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card.

 *What picture is on your card? (umbrella)
What sound do you hear at the beginning of
uuu...mbrella? (/ŭ/) What letter makes the
sound /ŭ/? (u)*


 *Listen as I say a word. If you hear /ŭ/ at the
beginning, open your mouth, relax your
lips and say /ŭ/. If you don't hear /ŭ/ at the
beginning of the word, stay as still as a statue.*

Suggested words: **up, yes, ugly, unlock, not,
purple, upset, uncle, very**

Provide feedback for any errors by having
students repeat the word exaggerating the
first sound.

FOR STUDENTS READY TO MOVE ON

Option 1: Say each of the phrases below, one
at a time. Clarify the meaning of any unfamiliar
words, or create new phrases with words that
your students will know. For each phrase,
stress the word that begins with the short
vowel sound /ŭ/ and point to the shape of
your mouth while saying that word.

 *Which word begins with the short vowel
sound /ŭ/?*

If students answer correctly, reinforce by
repeating the word with the short vowel
sound /ŭ/ together. If students answer
incorrectly, point out the beginning sound of
the word they said and how it is different from
the short vowel **u**.

Suggested phrases: **over and under, unzip
the jacket, my cousin and uncle, up or
down, the ugly mask, gifts for us, we
climbed uphill, wait until later**

Option 2: After students have learned
more than one short vowel, give practice
contrasting two short vowels at a time.

Each student should have a letter card for
each short vowel being targeted. Say one
word at a time. Direct students to repeat the
word, listen for the first sound, and hold up
the matching letter card.

Suggested words:

Short **a** and short **u**: **apple, umbrella, udders,
adding, ashes, usher, up, apt, us, as, ax, uncle**

Short **i** and short **u**: **umbrella, igloo, upset,
upper, inner, us, is, under, indoors, ugly,
imp, ump**

Short **o** and short **u**: **umbrella, octopus, olive,
unplug, utter, otter, oddly, up, opt, us, ox,
unless**

Short **e** and short **u**: **elephant, umbrella,
edge, under, up, egg, uncle, ugly, every,
end, us, unusual**

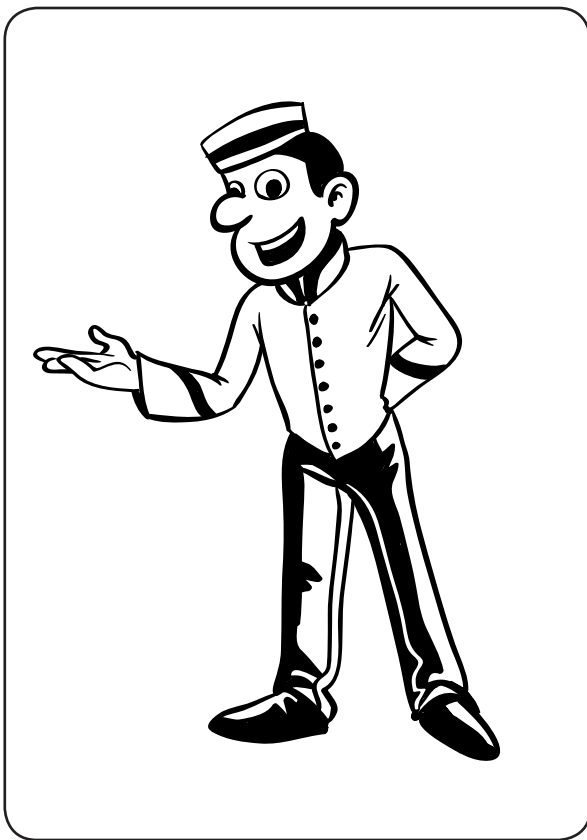
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

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



u





Description

This lesson is designed to reinforce letter-sound correspondence for the short vowel **e**. The short sounds for vowels are usually introduced before other vowel sounds. Learning letter-sound correspondence for short vowels allows students to apply phonic word attack strategies to reading closed syllable words (syllables ending in one or more consonants with a single short vowel).

TEACHER TIPS

You may use the same sequence in this lesson with different words. For example, if any of your students' names begin with short vowel sounds, you may use their names in place of less familiar words.

PREPARATION/MATERIALS

- Classroom alphabet chart
- Rubber bands for stretching
- Keyword Image Card for short **e**
- A copy of the 6 pictures at the end of this lesson

Direct Instruction

Display the alphabet chart.

***say** There are two kinds of letters in the alphabet, called vowels and consonants. The vowels are **a, e, i, o, and u**. We're going to learn about the vowel letter **e**. Can you show me the letter **e** in the alphabet chart? That's right, the vowel letter **e** is between the consonants **d** and **f** in the alphabet.*

Display the Keyword Image Card for the short vowel **e**. Give each student a rubber band.

*This is a picture of an elephant. The word **elephant** begins with the vowel letter **e**. Listen as I stretch out the first sound of elephant. **eee...lephant**.*

Stretch the rubber band as you repeat the word again.

*Now, you stretch your rubber band and say **elephant** in that stretched-out way. (eee...lephant)*


*The first sound in elephant is the vowel sound /ĕ/. That sound is called short **e**.*

*Watch how I get my mouth ready to say the first sound of **elephant** - /ĕ/. I open my mouth and make a big smile.*

*When I hear a word that begins with /ĕ/, I know that the first letter in the word is **e**. Another word that begins with /ĕ/ is the word **edge**. I know that the first letter in the word eee...dge is **e**.*


Guided Practice

Point to the Keyword Image Card for short vowel **e**.

 *Now, you get your mouth ready to say **elephant**. Open your mouth and make a big smile. Say the short e vowel sound and the keyword with me and stretch your rubber band. **eee...lephant**.*

*Let's listen to some words and see if they begin with the sound of the short vowel **e**, /eee/.*

Display the picture of an **exit**.

 *This is an exit.*


Discuss the meaning.

*Let's say the word **exit** together. (exit) What sound is at the beginning of **eee...xit**? (/ě/) What letter makes the /ě/ sound? (e) Yes, when we say **exit** we open our mouth and make a big smile.*


Follow the same procedure for the other pictures: **elf**, **elder**, **envelope**, **engine**, and **exercise**.


Independent Application


Display the pictures one at a time. Give students two possible names for the picture and have them choose the one that begins with a short **e** sound. Provide support as needed by repeating the target word with an emphasis on the short vowel sound. Also have students air-write the letter **e** as they say the letter name.

 *Which word begins with /ě/—**elf** or **gnome**? (elf) What's the first sound in **elf**? (/ě/). What's the first letter? (e)*

 *Which word begins with /ě/—**elder** or **senior**? (elder) What's the first sound in **elder**? (/ě/). What's the first letter? (e)*

 *Which word begins with /ě/—**letter** or **envelope**? (envelope) What's the first sound in **envelope**? (/ě/). What's the first letter? (e)*

 *Which word begins with /ě/—**exit** or **doorway**? (exit) What's the first sound in **exit**? (/ě/). What's the first letter? (e)*

 *Which word begins with /ě/—**truck** or **engine**? (engine) What's the first sound in **engine**? (/ě/). What's the first letter? (e)*

 *Which word begins with /ě/—**exercise** or **movement**? (exercise) What's the first sound in **exercise**? (/ě/). What's the first letter? (e)*

Wrap-up


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

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

Adaptations


FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card

 What picture is on your card? (elephant)

What sound do you hear at the beginning of **eee...lephant?** (/ě/)

What letter makes the sound /ě/? (e)


 Listen as I say a word. If you hear /ě/ at the beginning, make a big smile and say /ě/. If you don't hear /ě/ at the beginning of the word, stay as still as a statue.

Suggested words: **ending, leave, warm, extra, have, empty, winner, edge, rest**

Provide feedback for any errors by having students repeat the word exaggerating the first sound.

FOR STUDENTS READY TO MOVE ON

Option 1: Say each of the phrases below, one at a time. Clarify the meaning of any unfamiliar words, or create new phrases with words that your students will know. For each phrase, stress the word that begins with the short vowel sound /e/ and point to the shape of your mouth while saying that word.

 Which word begins with the short **e** sound /ě/?

If students answer correctly, reinforce by repeating the word with the short vowel sound /ě/ together. If students answer incorrectly, point out the beginning sound of the word they said and how it is different from the short vowel **e**.

Suggested phrases: **listen for the echo, bend your elbow, every single piece, an excellent idea, beginning and ending, nobody else was home, the edge of the paper, enter through the door**

Option 2: Once students have learned more than one short vowel, give practice contrasting two short vowels at a time.

Each student should have a letter card for each short vowel being targeted. Say one word at a time. Direct students to repeat the word, listen for the first sound, and hold up the matching letter card.

Suggested words:

Short **a** and short **e**: **elephant, apple, exit, after, extra, energy, elf, avenue, errand, and, end, alley**

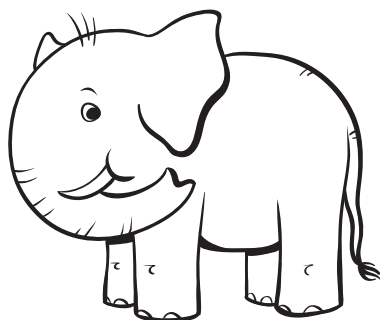
Short **o** and short **e**: **octopus, elephant, olive, enter, education, October, everyone, oxen, extra, on, end, escalator**

Short **u** and short **e**: **umbrella, elephant, up, end, empty, under, elbow, education, envy, uncle, emperor, umpire**

The distinction between short **e** and short **i** can be challenging to hear and say. Students may be ready to try these contrasting examples; offer context sentences for examples with context sentences for meaning support: **inside, enter, echo, ill, elbow, excellent, introduce, eggshell, ever, itchy**

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®**.



e

elephant

