

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

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Core5 L4, Core5 L5, Core5 L8	Short Vowel Sounds, Medial Vowels, Long Vowel Teams	Short Vowel o	5
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Total			58



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



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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...)

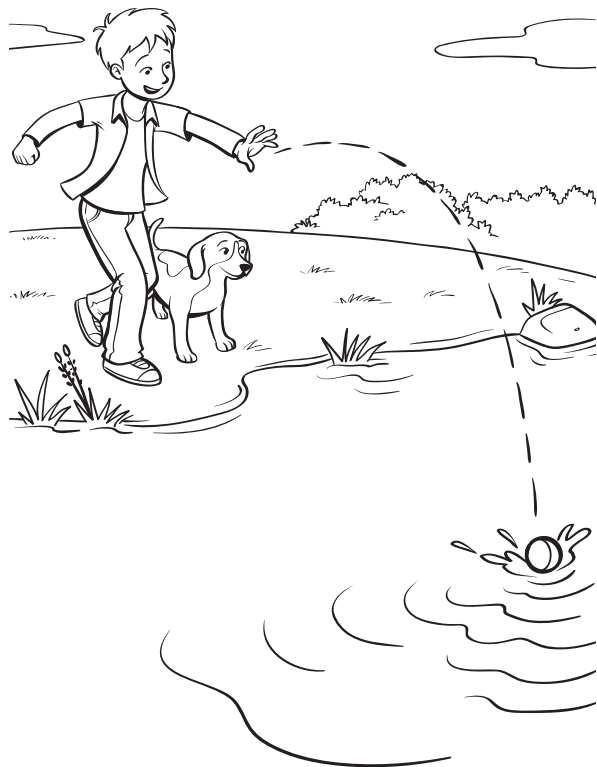
In the middle of the story... (Next...)

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**

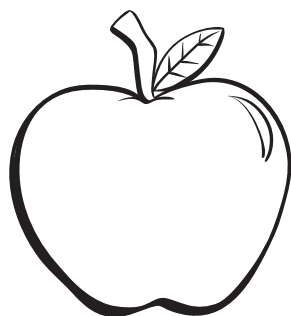
Short **a** and short **o**: **octopus, apple, olive, ox, ax, album, actor, ant, opposite, answer, on, an**

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**

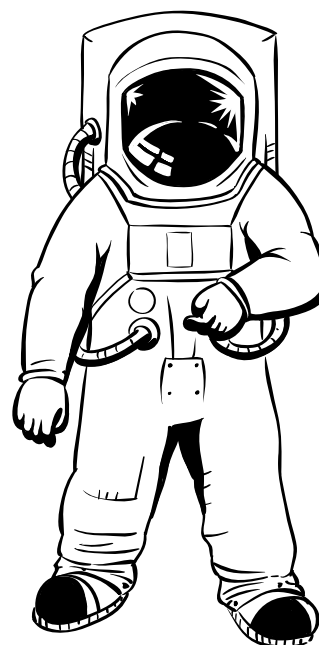
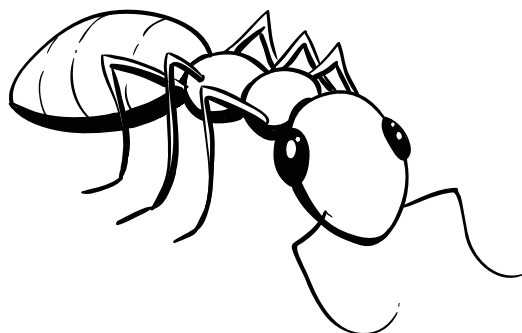
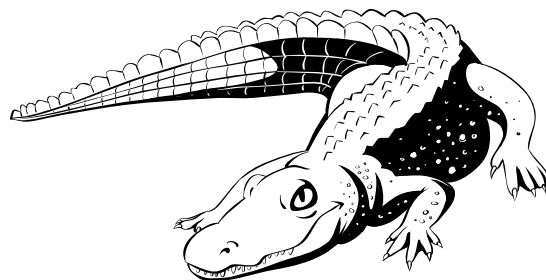
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

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.

***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 **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**

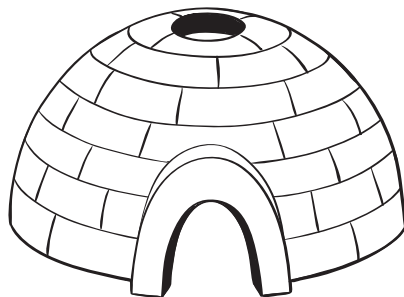
Short **o** and short **i**: **igloo, octopus, inchworm, odd, if, iguana, is, olive, indoors, imagine, October**

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**

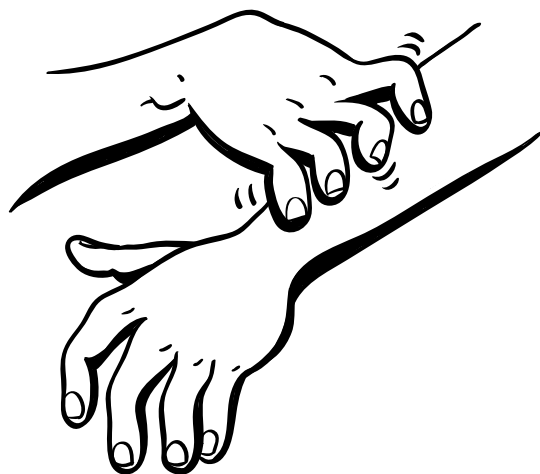
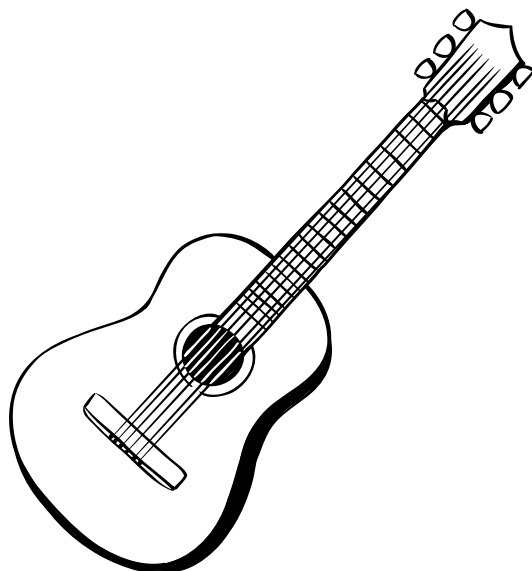
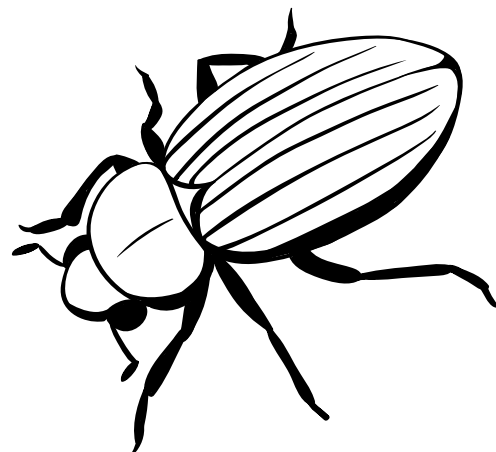
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

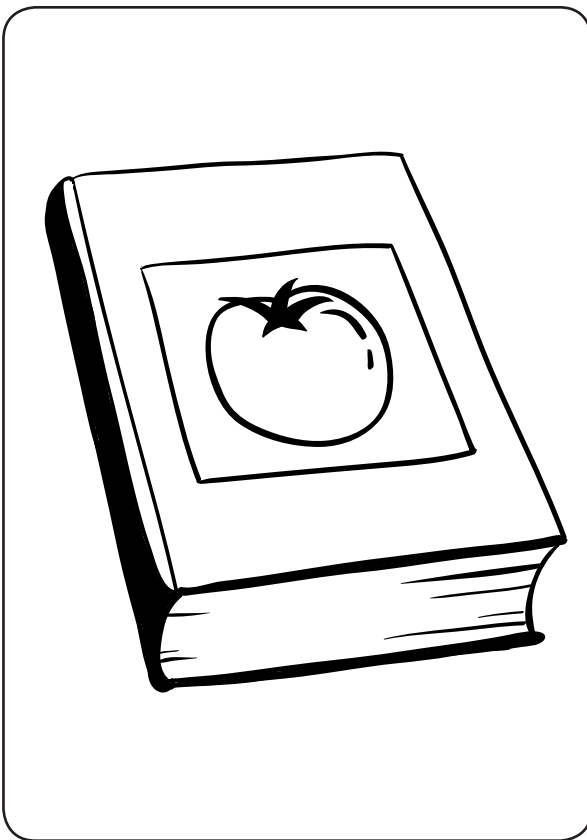
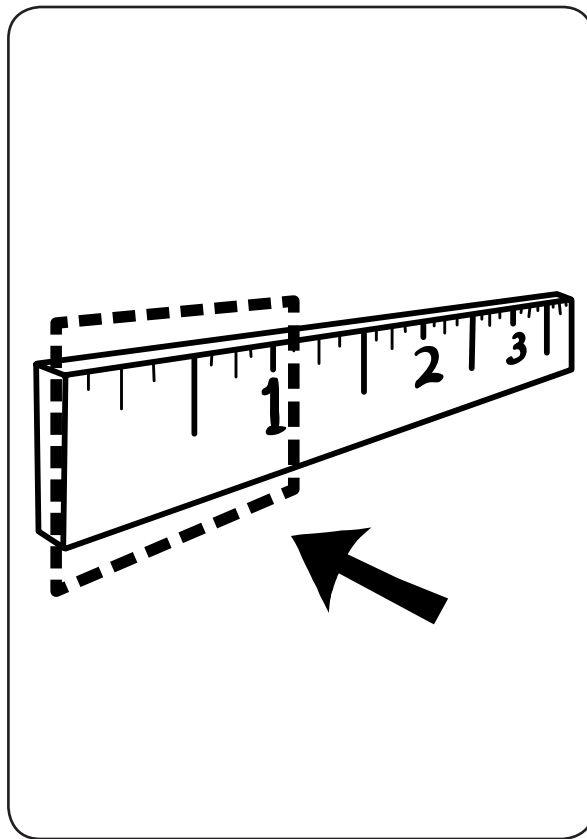
For further practice with these skills, provide students with **Lexia Skill Builders®**.



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
- Rubber bands for stretching
- Keyword Image Card for **o**
- 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 **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.


 *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.

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


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


 *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**.*

 *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**

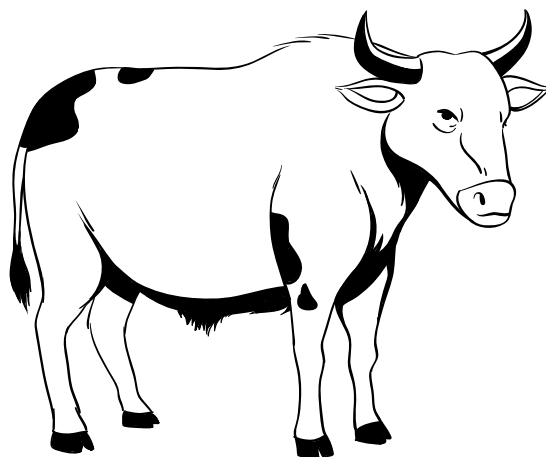
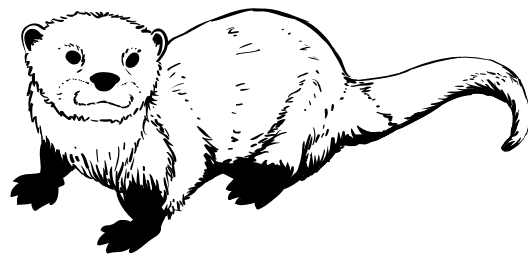
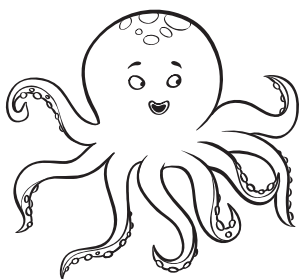
Short **u** and short **o**: **umbrella, octopus, under, on, ox, us, otter, upward, ostrich, ugly, operate, October**

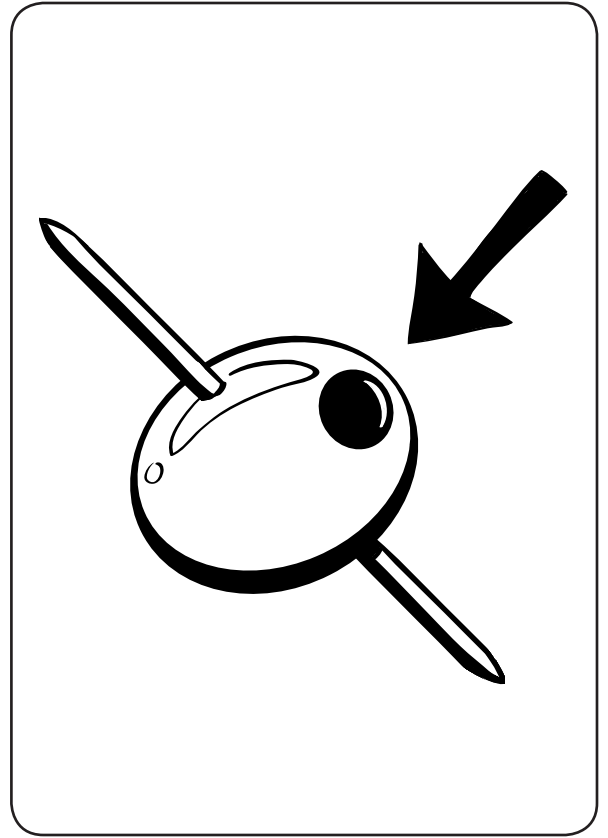
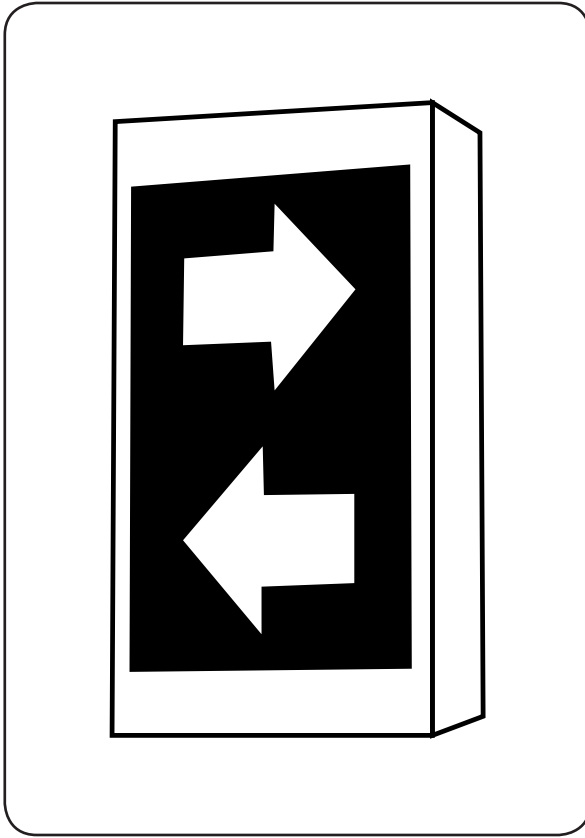
Short **e** and short **o**: **elephant, octopus, egg, ending, onto, olive, ever, oddly, elementary, oxygen, opposite**

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**

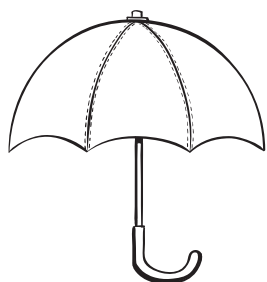
Short **e** and short **u**: **elephant, umbrella,
edge, under, up, egg, uncle, ugly, every,
end, us, unusual**

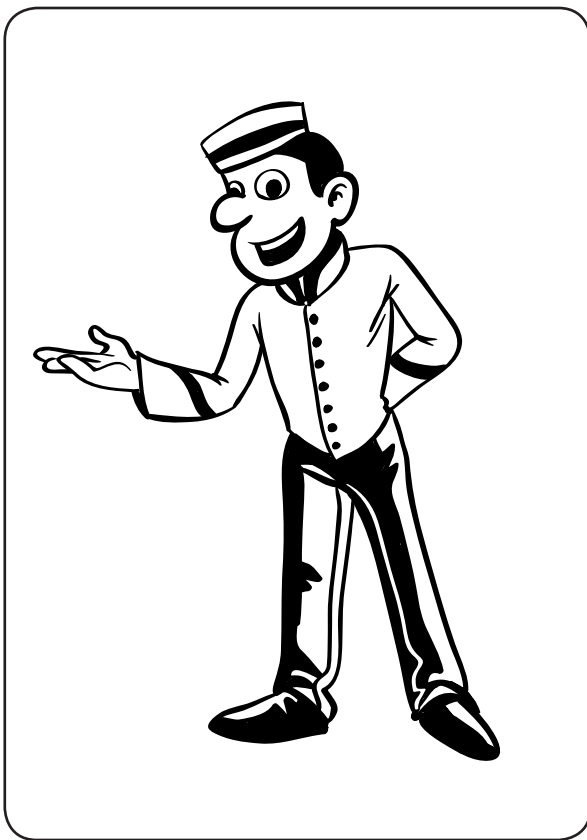
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

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**

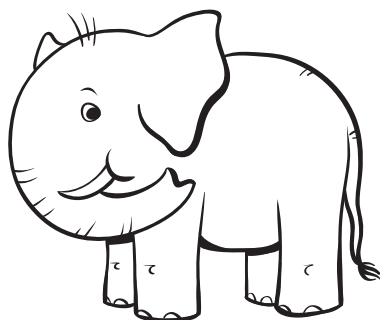
Short **o** and short **e**: **octopus, elephant, olive, enter, education, October, everyone, oxen, extra, on, end, escalator**

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**

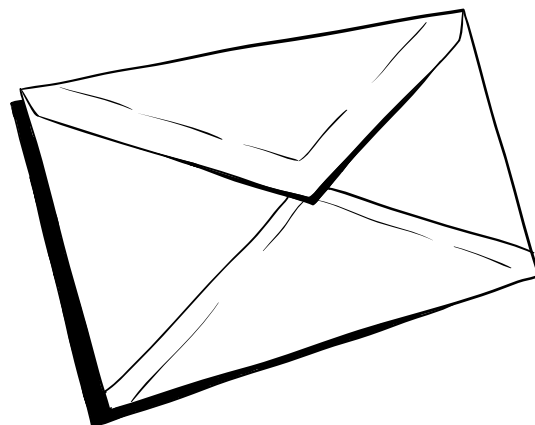
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

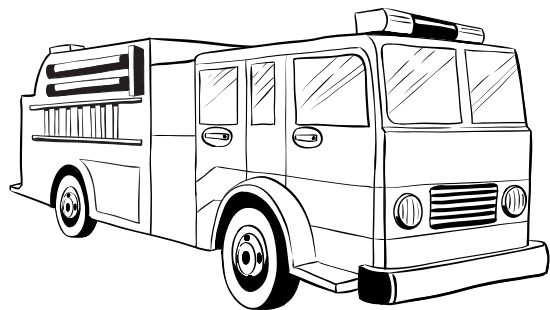
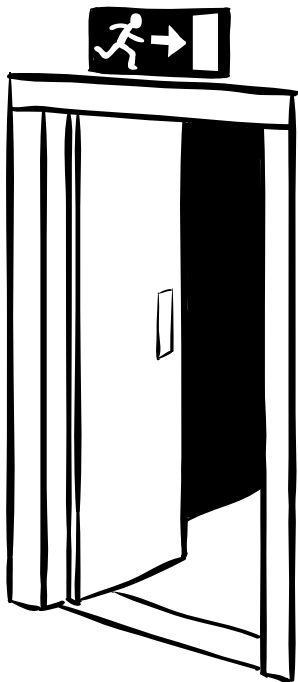
For further practice with these skills, provide students with **Lexia Skill Builders®**.



e

elephant







Description

This lesson is designed to give students practice with substituting a consonant sound in a word to create a new word. As they engage in the lesson activities, students develop their ability to monitor the sequence of sounds within words and strengthen their knowledge of consonant sound-symbol correspondences.

TEACHER TIPS

You can use the Warm-up exercise to determine if students are having difficulty hearing the initial consonant sounds in words. If so, see the Lexia Lesson for Beginning Sounds.

Based on individual student needs, you can modify this lesson script to include initial and final consonant substitution, using the word chains listed at the end of the lesson.

This lesson begins with continuant consonants (such as f, h, l, m, n, r, s, and w), which are easier to isolate. When you isolate a continuant consonant sound in a word, stretch it out so students have more time to hear it: *mmm/at*, *rrr/at*. When isolating consonants that are not continuants, try not to add a vowel sound. Say */b/at*, not *buh-at*.

PREPARATION/MATERIALS

- Letter tiles or cards

Warm-up

say *Let's play a little game. I'm going to say some words, and you're going to tell me the sound you hear at the beginning of each word. Ready?*

Follow these steps for the words **man, fuss, ham, bad, cat, dog**:

Pronounce the words, one at a time (for example, *man*).

Have students say the sound they hear at the beginning of the word (/m/).

If they are having difficulty, say the word again and isolate the initial sound by briefly pausing after you pronounce it: *mmm / an*.

If students say *muh* rather than /m/, for example, help them clip off the vowel sound.


Direct Instruction

say *Today we're going to learn how to take one word and turn it into a different word by changing just one letter.*

Use the letter tiles to display **at**. Have the letter tiles **m** and **h** above **at**.

Listen to these two words: mat, hat. I hear a different sound at the beginning of each of these words. We hear /mmm/ at the beginning of "mat."

Use the letter tile for **m** to spell the word "**mat**" for students.


 Listen to this word: “hat.” We hear “hhh” at the beginning of “hat.” If I want to change this word to spell “hat” I need to change just one letter at the beginning of the word. I need to change “m” to “h.”

Remove the letter tile **m** and replace it with the letter tile **h** to spell the word **hat** for students.

 I changed the first letter **m** in **mat** to **h**. Now I have a different word. The new word is **hat**.


Guided Practice

For this part of the lesson, arrange a set of letter tiles for students to manipulate. You may want to use only the tiles needed for the word chains being presented. Display the letter tiles **mat**.

 *Let’s make some new words together. What is this word? (mat) Let’s say it together: /m/ /ă/ /t/, mat.*

*Let’s change the word **mat** to the word **bat**. Listen to the two words together: mat, bat. Where do you hear different sounds? (at the beginning)*

Point to the letter **m** in **mat**.

 *What sound do you hear at the beginning of mat? (/m/) What sound do you hear at the beginning of /b/ at? (/b/) Good, now find the letter that makes the sound /b/ and change the word **mat** to **bat**. (Students should replace the **m** in **mat** with a **b** to make **bat**.)*


*Let’s spell the new word together: b-a-t. Now let’s say the new word together: **bat**.*

Follow the same procedure to change **mat** to **cat**, and continue with suggested word chains from the end of this lesson if needed.

Independent Application

Have students work independently or in pairs. Provide a set of letter tiles for each student or pair of students to manipulate. You may want to use only the tiles needed for the word chains being presented.

Spell the word **wet**. Have students use their letter tiles to spell the word **wet**.

 *Now I want you to change the word **wet** to **net**. Be sure to listen carefully so you hear where the sounds are different in the words. Listen again, wet, net. Where do you hear different sounds? (at the beginning) Good, now change the word **wet** to **net**.*

Following the same procedure, have students change **net** to **jet**, then **jet** to **set**, then **set** to **let**.

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

Wrap-up

Check students' understanding.

say What do you need to do if you want to change the word **run** to the word **sun**? (Students' responses should get at the idea of understanding that the beginning sound in run has to change, to decide that the beginning sound in sun is /s/, and then to decide what letter spells the /s/ sound.)

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

Provide more scaffolding for consonant substitution:

- Display a word, using letter cards, such as *sat*. Use the word in a short sentence. (I sat down.)
- Spell and read the word, and have students echo you. (s-a-t spells sat)
- Isolate the beginning sound, and have students echo you. (sss/at)
- If necessary, hold up the Keyword Image Cards for s.
- Keep the first word displayed as you spell a rhyming word, such as *rat*.
- Go through the same routine that you used for the first word.
- Have students compare the two words and tell what is different. (the beginning letter)

say What sound is at the beginning of **sat**? Let's say it together. (sss)

Which letter spells sss?

FOR STUDENTS READY TO MOVE ON

Have students practice changing initial and final consonant sounds in words, one letter at a time, starting and ending with the same word. Some possible word chains to make:

mat/map/tap/tan/man/mat

bit/big/pig/pin/pit/bit

hop/hot/dot/dog/hog/hop

rug/run/sun/sub/tub/tug/rug

Once initial and final substitutions have been mastered, you can introduce changes in

medial vowels first in isolation and then mixed with initial and final consonant changes. For example:

mit/met/mat

map/mop/hop/hip

Ask students riddles that call for substituting beginning sounds, using this frame:
What word rhymes with **pop** and starts with /m/? (mop)

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

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

Word Chains

Initial Consonant Substitution

cap	man
map	can
tap	fan
nap	pan
lap	ran
	van
log	
fog	dip
dog	lip
jog	rip
hog	nip
	sip
hen	tip
ten	
pen	dot
men	hot
den	cot
	got
hug	lot
bug	pot
dug	
rug	jet
jug	met
tug	get
	let
mop	net
pop	pet
top	
hop	
cop	

Final Consonant Substitution

tag
tab
tan
tap
bun
but
bus
bug
bud
fix
fit
fin
fib
cab
cat
cap
can
bit
bib
big
bin
rug
rut
rub
run

Initial and Final Consonant Substitution

fat
sat
sad
bad
bag
rag
bed
beg
leg
let
met
men
him
hit
sit
sip
lip
lid
nod
not
dot
dog
fog
fox
cub
cut
but
bun
sun
sum



a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z



Description

This lesson is designed to help students distinguish the short vowel sound in the medial position of consonant-vowel-consonant (CVC) words and identify the letter associated with this sound. Learning to discriminate medial short vowels is more difficult than learning to discriminate beginning or ending sounds. This skill is particularly useful when learning to spell CVC words.

TEACHER TIPS

When you segment CVC words to isolate the medial vowel sounds, keep two things in mind:

- Avoid adding a vowel sound to the initial consonant. For example, say /k/ not *kuh*, and /p/ not *puh*.
- Stretch out the vowel sound in the middle of the words so that students have more time to hear it.

PREPARATION/MATERIALS

- Keyword Image Cards for **a, e, i, o, u** (provided in myLexia.com Teacher Resources)
- Rubber bands for stretching
- A copy of the 15 pictures at the end of this lesson

Warm-up

Review short vowel sounds. Display the Keyword Image Card for **a** and point to the apple.

***say** What is this? (an apple) What sound do you hear at the beginning of aaapple? (/aaa/) What letter makes the sound /ă/ in apple? (a) Yes, the letter **a** spells /aaa/ in apple.*

Have students take turns tracing the **a** on the card while the others air-write it. As students trace or air-write the letter, they should say the /ă/ sound.

Use the same sequence of steps in this lesson for short e, i, o, and u. See the word lists and images for all five vowels at the end of this lesson.

Direct Instruction

***say** Today we're going to learn to hear the difference between short vowel sounds in the middle of words.*

Display the picture card for **cap**.

*This is a **cap**. There are three sounds in the word cap. Listen: /k/ /ă/ /p/.*


Tap a finger for each sound in the word. Point to each letter as you name the sound.

*The first sound in **cap** is /k/. The last sound in **cap** is /p/. Now, let's listen for the middle sound. The middle sound in **caaap** is /aaa/. Say it with me: /aaa/.*

Stretch the rubber band as you stretch out the vowel sound.

*I need to fill in the middle sound in **caaap**. The letter that makes this sound is **a**.*


Hold up the Keyword Image Card for **i**. Display the picture for **wig**.

 *This is a picture of a **wig**. The word wig starts with **w** and ends with **g**. The middle letter is missing. I can figure out what that letter is by saying the word wig slowly and listening for the middle sound: /w/ iii /g/. The middle sound is /iii/. The letter i makes the /i/ sound.*

Stretch the rubber band as you stretch out the vowel sound. Then, fill in the letter **i** to complete the word **wig**.

Guided Practice


Display the picture card for **rat** and give each student a rubber band.

 *Now we're going to work together to hear the middle sounds in some words. The rat ate the cheese. The word we want to spell together is the word **rat**. What is the beginning sound in rat? (/r/) What is the ending sound? (/t/)*

Point to the letters on the card.

 *Now let's listen for the middle sound in **rat**. Listen: /r/ aaa /t/. What's the middle sound? Let's say it together: /aaa/.*

Have students stretch out their rubber band as they stretch out the short vowel sound. Hold up the Keyword Image Cards for **a** and **o**.

 *Which letter makes the sound /aaa/? Is it the letter **a** or the letter **o**? (a)*


If students hesitate, repeat the keyword on each card, exaggerating the initial vowel sound.

 *Which word sounds like /aaa/ at the beginning, aaapple or ooctopus? (apple)*

After students choose the correct letter, ask one of them to write the letter **a** on the line. Have them take turns tracing the **a** in the blank while the others air-write it. As students make the letter, have them repeat the /ă/ sound. Then read the word **rat** together as you move your finger underneath from left to right.

Independent Application

Display the picture card for **lid**. Have students identify the picture and name the letters shown below it. Show the Keyword Image Cards for **i** and **a**.

 *Which letter spells the middle sound in **lid**? Listen: /l/ iii /d/. Which letter spells the short vowel sound in the middle? Is it **i** or **a**?*

If students hesitate, have them say the keyword on each card, listening for the initial sound (aaapple, iiigloo). Remind them that they can use their rubber band to stretch out vowel sound.


Repeat these steps contrasting the other picture cards at the end of the lesson until students are able to discriminate the five short vowels. Contrast only two short vowels at a time.

Wrap-up

Check students' understanding. Display the letters **m_t**.

 A letter is missing in this word. The word is **mat**.

(Point to a mat in the classroom.)

 How can you pick the right short vowel to put in the middle of **m** and **t** to make the word **mat**? (Students should understand that they need to say the word and stretch out the middle short vowel sound. Then they need to think of the letter that makes that sound. They may also connect the letter/sound to the keyword.)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Provide additional practice using only short **a** words, such as **mad**, **cab**, and **bat**. Act out or show a picture of the word you are working with to provide context.

Display the beginning and end consonants with a space between them.

Follow the routine described in Guided Practice, and have students practice stretching out the vowel:
/m/ aaaaaaaaa /d/.

Option 2: For more intensive work concentrate on initial short vowel sounds.

Say pairs of words and have students show thumbs up if the words have the same beginning sound and thumbs down if they don't.

Suggested word pairs to use: **act/add, edge/echo, if/at, up/ugly, ever/off, otter/odd, ask/is, avenue/alligator.**


Have students match the sound at the beginning of each of these words to a Keyword Image Card.

FOR STUDENTS READY TO MOVE ON

Give each student letter tiles for **a, b, c, e, g, i, n, o, p, t,** and **u**.

Begin by having students focus on the letters **c, t, a,** and **u**.

Display this incomplete word: **c_t**.

 I'm going to give you a clue for a word that starts with **c** and ends with **t**. What animal has whiskers, a long tail, and likes to drink milk? (cat)

Which letter spells the middle sound in cat?

Have students point to the appropriate letter (a). Remind them that they can stretch out the vowel sound if they are not sure. Then have them spell the word **cat** for themselves with letter tiles.

Now go through the same steps again to get students to generate **cut**.

 What do scissors do?

Follow a similar procedure with these word pairs: **pen/pan, bug/bag, tip/tap.**

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®**.

CVC Wordlist

-Short a

bag	hat	pan
bat	jam	pat
cab	lap	rat
can	mad	sad
cap	man	tag
cat	map	tap
dad	mat	van
fan	nap	
ham	pal	

-Short e

bed	net	web
den	pen	wet
fed	pet	yes
hem	red	
hen	ten	
jet	vet	

-Short i

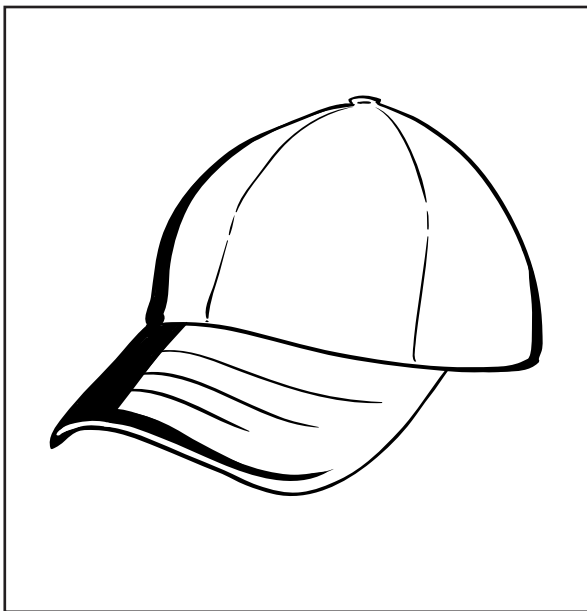
bib	jig	rip
big	kid	sip
bin	kit	sit
dig	lid	six
fin	lip	tip
hid	pig	wig
hip	pin	zip
hit	rib	

-Short o

box	fox	pot
cob	hop	rob
cop	hot	rod
cot	log	top
dog	mop	
dot	pop	

-Short u

bug	hum	rug
bun	hut	run
bus	jug	sub
cub	mud	sun
dug	nut	tub
gum	pup	
hug	rub	



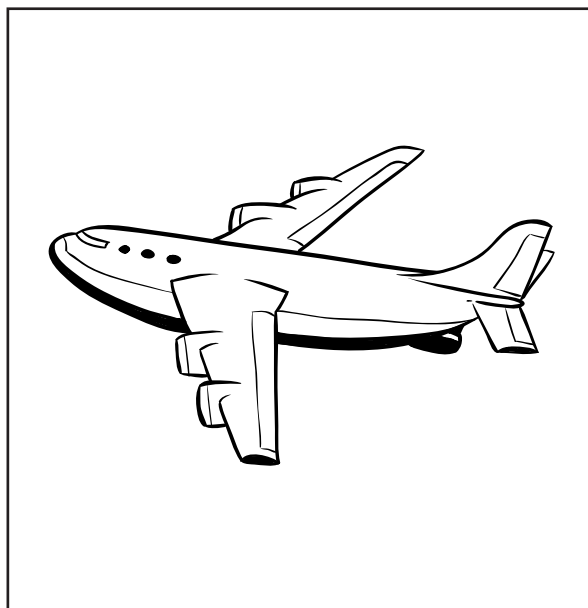
c _ p



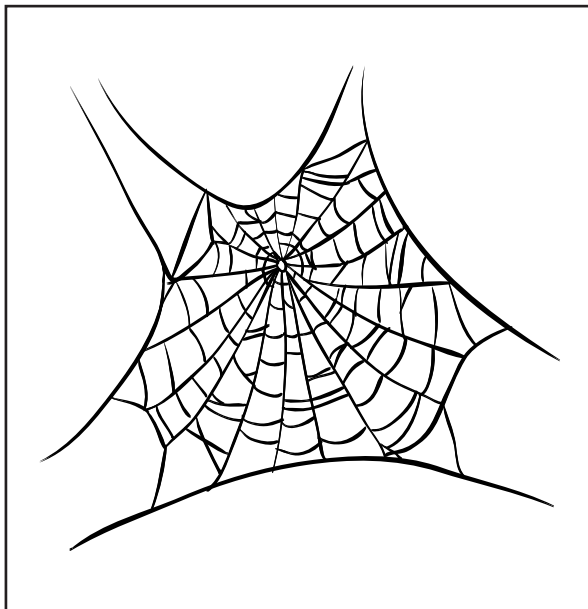
b _ g



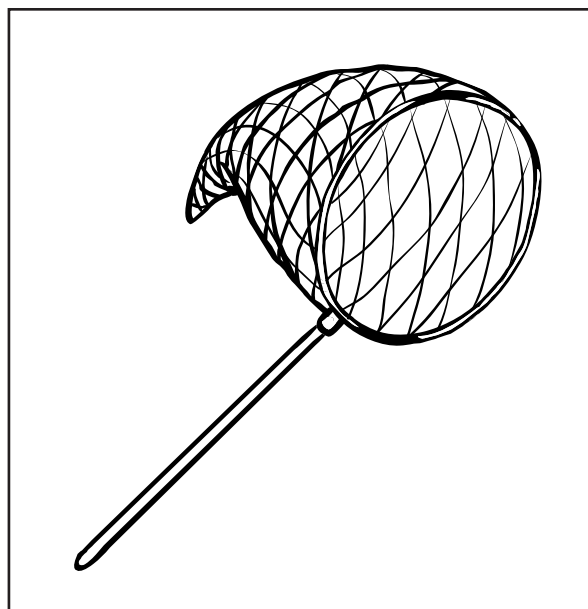
r _ t



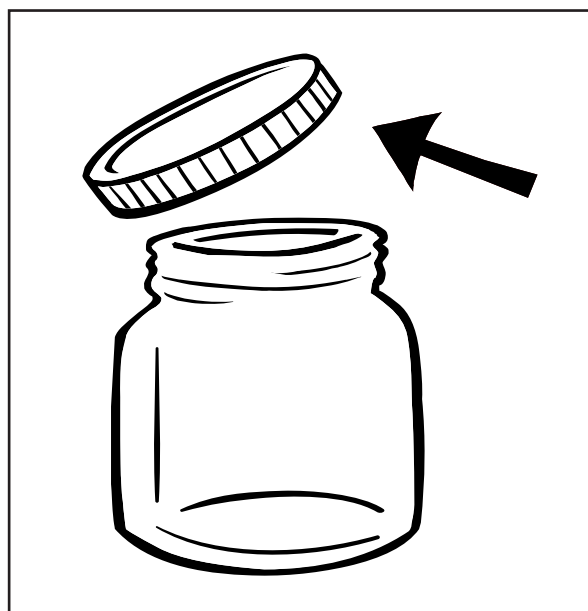
j _ t



w _ b



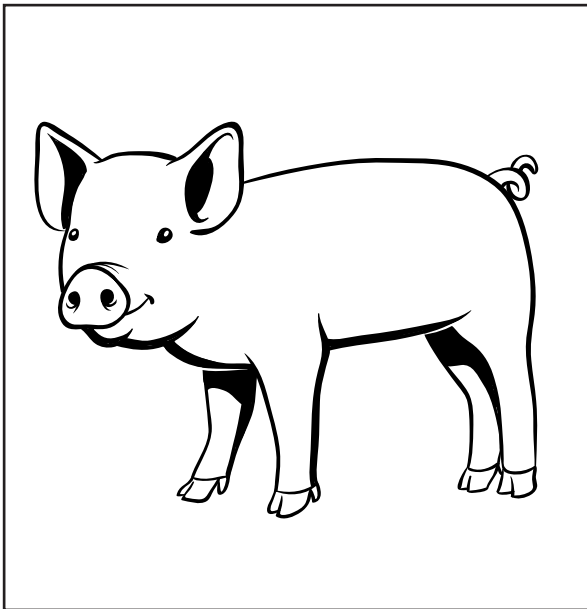
n _ t



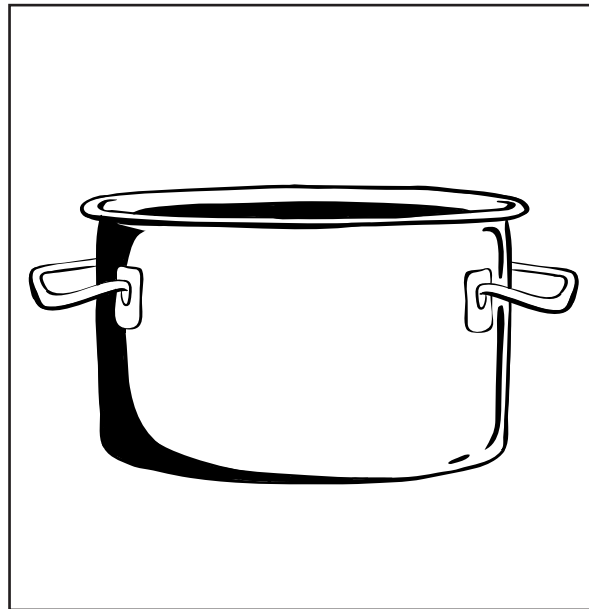
l _ d



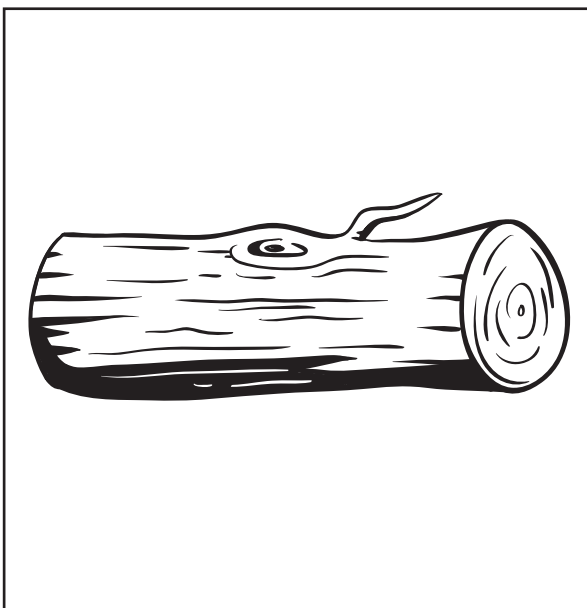
w _ g



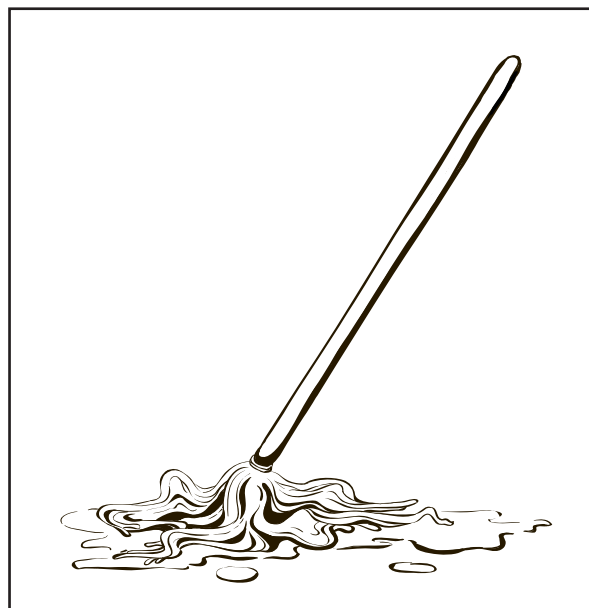
p_g



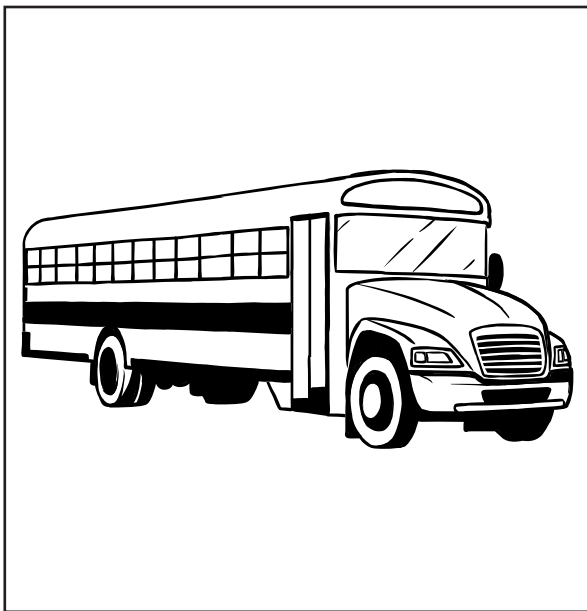
p_t



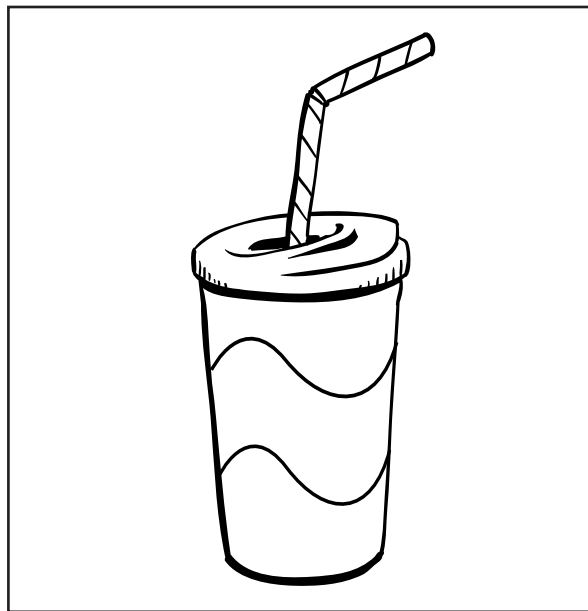
l_g



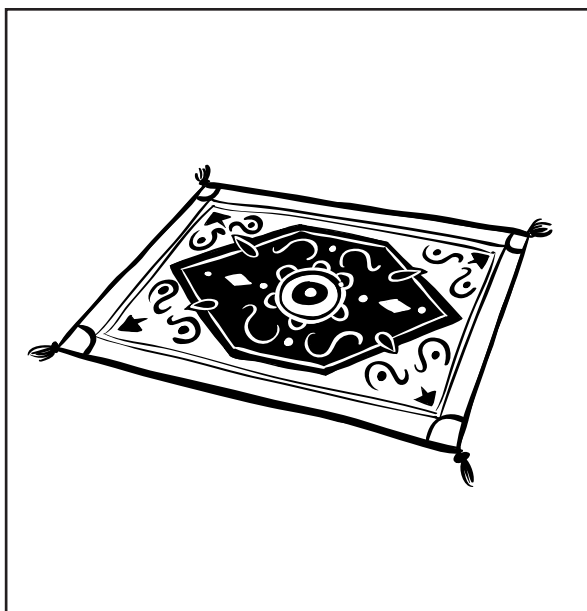
m_p



b _ s



c _ p



r _ g

Description

This lesson is designed to give students practice matching common closed syllable CVC words to pictures. Closed syllables end in a consonant and contain a short vowel sound. Matching to pictures focuses attention on the meaning of the word. As students learn to identify short vowel words, they are able to move toward becoming more accurate and fluent readers.

TEACHER TIPS

This lesson is designed for students who can read familiar CVC words and sound out CVC words that they cannot instantly identify. Use the Warm-up activity to determine that they are able to do so.


If students have trouble reading a displayed word, go sound-by-sound, pointing to each letter in the word and then running your finger underneath to help students blend the sounds to read the word. If students continue to struggle, see Lexia Lessons for *CVC Words: Beginning Letters*, *CVC Words: Ending Letters*, and *Consonant Substitution*.

PREPARATION/MATERIALS

- Sticky notes
- A copy of the pictures and word cards at the end of the lesson

Warm-up

Display a pen.

 *Let's play a little game. I'm going to say a word and I want you to listen for the sounds in the word. This is a **pen**.*

*What's the first sound in **pen**? Listen: /p/ en. What's the first sound? (/p/)*

*What's the middle sound in **pen**? Listen: /p/ **eee** /n/. What's the middle sound? (/ě/)*

*What's the ending sound in **pen**? Listen: pe **nnn**. What's the ending sound? (/n/)*

Point to the pen.

 ***pen**, /p/ /ě/ /n/. What's the word? (pen)*


You may want to use this routine to do additional phonemic-awareness work with students, to make sure they can distinguish the other short-vowel sounds, as well as various consonant sounds. Use pictures, objects, or actions to provide context for each word you use.

Some possible words: **sad**, **dot**, **rug**, **lip**.

Direct Instruction

 *Today we are going to learn to match words to pictures. This helps us understand the meanings of the words we read.*

Display the word **bed**. Point to each letter as you sound out the word and then run your finger underneath the letters as you blend.


 */b/ /ě/ /d/, **bed**. We all know what a bed is. Let's close our eyes. Now we'll make a picture in our mind of a bed. I see something that I sleep in, with a blanket and pillow on top.*

Display the picture of a **bed**.


 *This looks like the bed that I was thinking about. Does it look like a bed to you?*

Write **bed** on a sticky note and place it under the picture. Read the word with students.

Now display the word **pin**, sounding it out and blending it for students.

 *Let's close our eyes and make a picture in our mind of a pin. I see something small with a long sharp point.*

Display the picture of a **pin**.


 *Open your eyes. Does this look like a pin to you? (yes)*

Write **pin** on a sticky note and place it under the picture. Read the word with students.


Guided Practice

 *Now let's work together to match words to pictures.*

Display the word **log**.

 *Let's read this word together: **log**. Do you know what a log looks like? Now close your eyes. Make a picture in your mind of a log.*

Display the pictures of a **log** and a **fan**.

 *Open your eyes and look at these two pictures. One of them is a log. Do thumbs-up when I point to the right picture.*

Point to the fan and then to the log.

Have students spell the word **log** as you write the word on a sticky note and place it under the picture of a log. Read the word together.

Follow the same procedure for the following words:

the word **fan**, using the pictures for **fan** and **box**;


the word **box**, using the pictures for **box** and **dig**;

the word **dig**, using the pictures for **dig** and **bus**.

Independent Application

Remove the sticky notes from the pictures. Group all nine pictures into sets of three: **bed, log, bus**; **pin, jet, fan**; **box, dig, cap**.

Display the sticky note with the word **bus**.

 *Read this word. (bus) Close your eyes. Make a picture in your mind of a bus.*

Display the first set of pictures (for **bed, log**, and **bus**). Have students put the word **bus** under the matching picture.

Follow the same procedure with the word **jet** (picture set for **pin, jet**, and **fan**) and the word **cap** (picture set for **box, dig**, and **cap**).

Wrap-up

Check students' understanding.

say *How do we match a word with a picture? (Read the word, sounding it out if necessary, and think about its meaning.)*

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

Option 1: Work with one picture and one word at a time. Some of the pairs will be a match and some will not. Show each pair. Sound out and blend the word with students. Then have them do thumbs-up if the picture matches this word and thumbs-down if it does not.

Option 2: Place two word cards on the table and read one of the words to the students. Have the students point to the word that you say. Once the students have chosen the match, sound out and blend the word with them. Then have them do thumbs-up if the blended word matches the word that they heard and thumbs-down if it does not.

FOR STUDENTS READY TO MOVE ON

Option 1: Divide students into two teams. Give each team four words and their four matching pictures, all shuffled together. Direct each team to set out the pictures and put the matching words beneath on sticky notes. Redistribute the words and pictures and have teams try again. Then have students place the sticky notes aside and write the words under the pictures.

Option 2: Think of items in your classroom whose names or qualities (e.g., their size) are simple CVC words. For example: *box, red, mat, rug, pen, cup, and big*.

Write each word on a different sticky note. Distribute the sticky notes to students and have them read aloud their words. Then have them look for something that matches their word and put the sticky note on this item.

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®**.

box

cap

bed

bus

fan

log

dig

jet

pin

