

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

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Description

This lesson is designed to reinforce letter-sound correspondence for the consonant digraph **sh**, where the two letters, **s-h**, represent one sound, /sh/. Knowledge of consonant digraphs will improve students' ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS




The following steps show a lesson in which students identify the sound /sh/ at the beginning of words and match the sound to the letters **s-h**. You may also want to present words with sh in the final position. For students who have difficulty distinguishing /sh/ from /ch/, place emphasis on the continuous sound of /sh/ by showing students how to "stretch" it: shhhh.

PREPARATION/MATERIALS

- For each student, a card or sticky note with the digraph **sh** printed on it
- A copy of the **sh** Keyword Image Card and 9 pictures at the end of the lesson
- Blank sticky notes



Warm-up



Use a phonemic awareness activity to review how to isolate the initial sound /sh/.

-  *Listen as I say a word in two parts: /sh/ ip. The first sound is /sh/. The ending sounds are ip. When I put them together, I get the word ship. What is the first sound in ship? (/sh/)*
-  *The sound /sh/ is the sound we make when we want quiet. Let's all say /sh/ together: shhhh.*
- Put your finger in front of your lips in the "quiet" gesture.
-  *I'm going to say a word. If the word begins with /sh/, put your finger in front of your lips and say /sh/. If the word does not begin with /sh/, keep your hand down and make no sound.*
- Suggested words: shell, shadow, sun, jelly, shop, father, school, shine.


Direct Instruction

Display the Keyword Image Card of the ship with the **sh** on it.


-  *Today we're going to learn about the consonant digraph **s-h**. A digraph is two letters that team together to make only one sound.*
- Point to the card.
-  *This is a picture of a ship. The word ship begins with the sound /sh/. This is the letter **s**, and this is the letter **h**. You know that their sounds are /s/ and /h/. When these letters are together, they team up. Together, they say a whole new sound: /sh/. What sound do you say when you see **s-h** together? (/sh/)*

-  When I hear a word that begins with /sh/, I know that the word begins with the team **s-h**. Show, ship, shut, shelf...these words begin with the sound /sh/. I know that the first letters in the word are **s-h**.
-  Remember, the two letters that team up are **s** and **h**. The sound you say when you see **s-h** together is /sh/.

Guided Practice

-  Now we're going to work together to practice using the consonant digraph **s-h** to spell the sound /sh/.

Give each student a sticky note or card with **sh** on it.

-  What two consonant letters are on your card? (**s-h**) The letters **s-h** make the consonant digraph **sh**. What is the sound for **s-h**? (/sh/) Listen as I say a word. If you hear /sh/ at the beginning of the word, it will be spelled with the digraph **s-h**. When you hear /sh/, hold up your card and say **s-h**. If you don't hear /sh/ at the beginning of the word, stay as still as a statue.

Suggested words: shape, jam, said, sheep, shawl, teeth, shock.

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

Independent Application

Display the pictures at the end of the lesson one at a time. Point to each picture and have students say the picture names with you: shark, shave, jacket, zipper, shirt, shoe, sock, shell.

-  Does this word begin with /sh/?

If the picture name begins with /sh/, help students say it in two parts and then blend the parts together: /sh/ ave, shave; /sh/ irt, shirt; /sh/ oes, shoes; /sh/ ed, shed.

Have students write the digraph **sh** on sticky notes. Display the pictures in a mixed-up order. Have students attach the sticky notes to the pictures that begin with /sh/.

Wrap-up

Check students' understanding.

-  Which word begins with s-h—shelf or self? (**shelf**) What sound do you say when you see the letters **s-h**? (/sh/)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT


Provide letter tiles for **s** and **h** and have students put them together to make the team **s-h**.

Say a pair of rhyming words, one of which begins with **sh**. Have students repeat the word that begins with /sh/ and say **s-h** while tapping the letter tiles.

Suggested word pairs: shell/tell; doe/show; said/shed; shin/thin; jam/sham; cheap/sheep.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to decoding words that begin with **sh**. Display the word **ship**. Point to the letters **s-h**.

 *When I see a word that begins with **s-h**, I say just one sound, /sh/.*

Run one finger under the rest of the word to say /ʃ/ /p/, and then the whole word, **ship**. Then have students sound-blend the word with you.

Option 2: Once students have learned more than one consonant digraph, expand the lesson by having students contrast the sounds and spellings for the digraphs they have learned.

For example, give students practice in distinguishing words beginning with /ch/ and /sh/. Use letter tiles to display **in**, **ip**, and **op**. Have students add letter tiles **ch** and **sh** to make six words. Talk about the differences in sound and meaning between shin and chin, ship and chip, and shop and chop. Dictate these words for students to spell.

Option 3: Have students decode short-vowel words that include the digraph **sh** and consonant blends: flash, smash, shift, fresh, shelf, brush, crash, splash.

Write the words on cards for students to use in varied ways. Here are four possible uses:

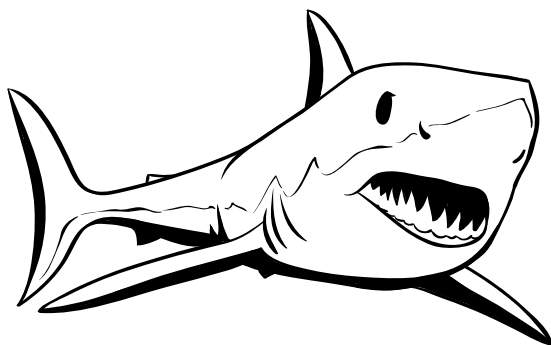
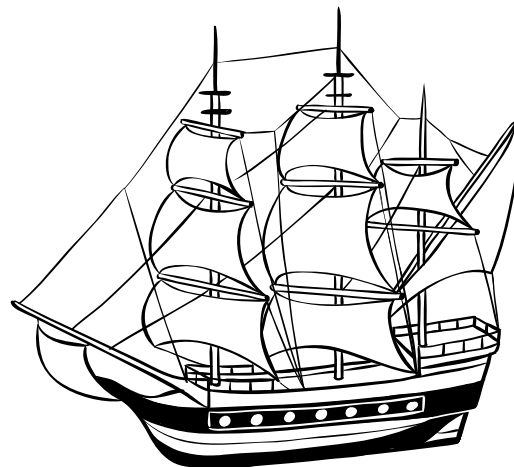
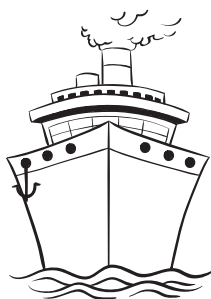
- Students read each word and use gestures, words, or a sketch to show meaning.
- Students flip through the cards to say the words as fast as they can.
- Students select the card that matches an oral clue, such as "This word means that you broke something into tiny pieces."
- Students select one or two words to write as captions for pictures they draw or find.

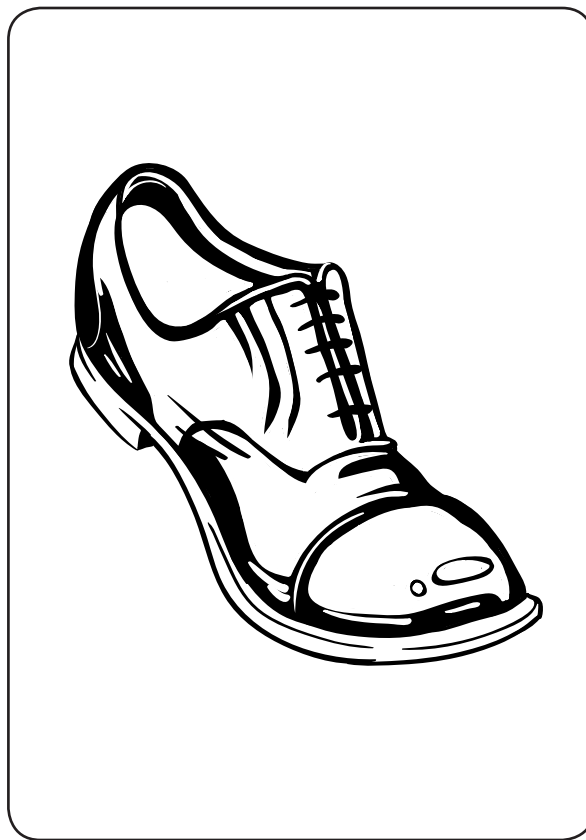
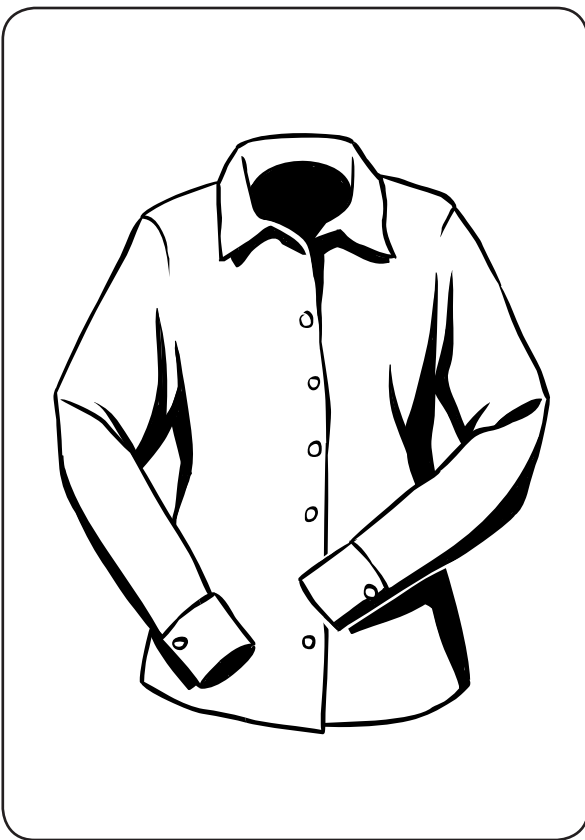
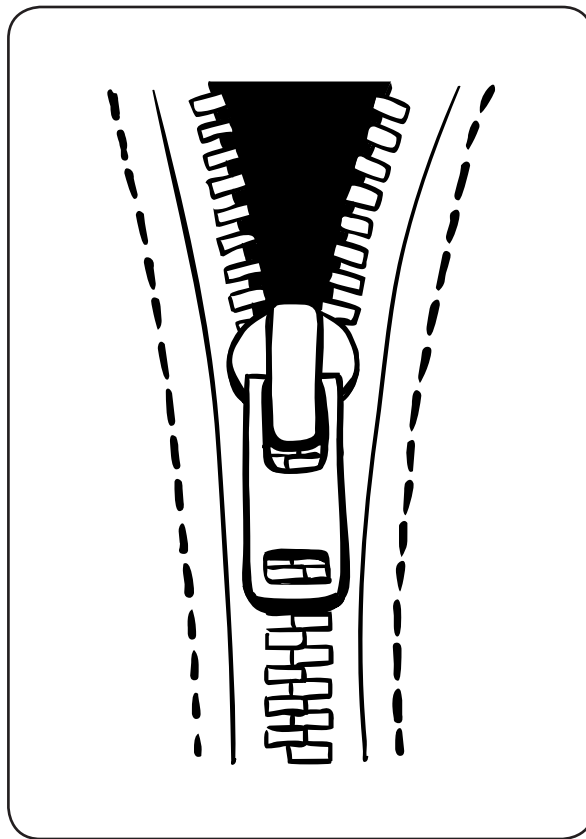
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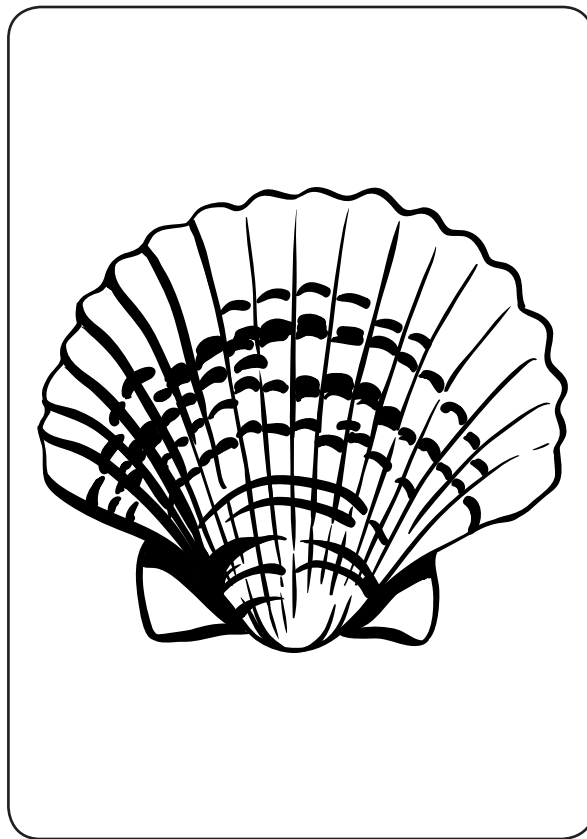
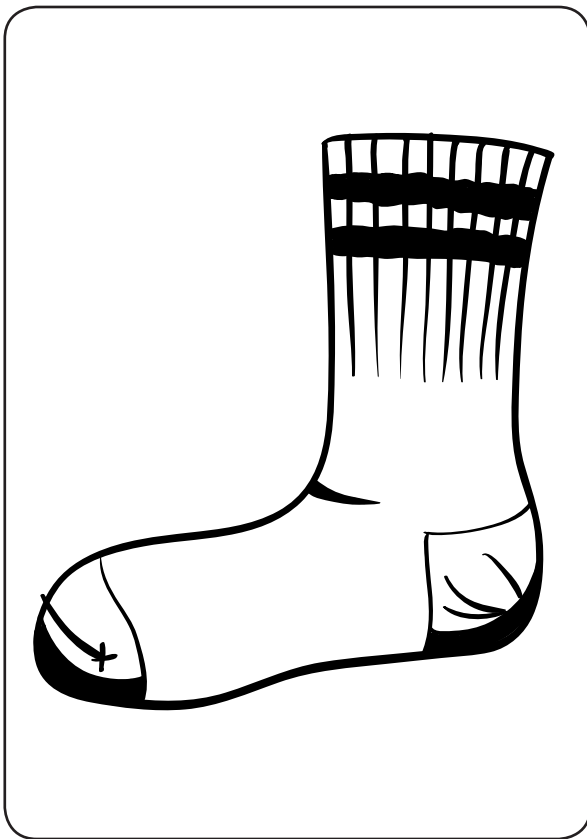
For further practice with these skills, provide students with **Lexia Skill Builders®**.



sh







Description

This lesson is designed to reinforce letter-sound correspondence for the consonant digraph **wh**, where the two letters, **w-h**, represent one sound, /w/. Knowledge of consonant digraphs will improve students' ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS


The following steps show a lesson in which students identify the sound /w/ at the beginning of words and match the sound to the letters w-h. Note that **wh** is commonly pronounced /w/, though in some regions speakers pronounce **wh** as the blend /hw/.

PREPARATION/MATERIALS

- For each student, a card or sticky note with the digraph **wh** printed on it
- A copy of the **wh** Keyword Image Card and 9 pictures at the end of the lesson
- Blank sticky notes

Warm-up

Use a phonemic awareness activity to review how to isolate the initial sound /w/.


 *Listen as I say a word in two parts: /w/ ip. The first sound is /w/. The ending sounds are ip. When I put them together, I get the word whip. What is the first sound in whip? (/w/)*

Continue by saying words in two parts, blending them back together, and having students repeat the first sound in the word.


Suggested words: /w/ en, when; /w/ ite, white; /w/ eel, wheel; /w/ isper, whisper; /w/ iff, whiff.

Direct Instruction

Display the Keyword Image Card of the whale with the **wh** on it.

 *This is a picture of a whale. The word whale begins with the sound /w/. You know that one way to spell /w/ is with the letter **w** alone.*

Point to the whale.

 *In some words the sound /w/ is spelled differently. You know that this is the letter **w**, and this is the letter **h**. When these letters are together, they team up. Together, they make the sound /w/.*

Have students repeat the word whale and isolate the sound of the consonant digraph **wh**.

 *Remember, the two letters that team up are **w** and **h**. The sound you say when you see **w-h** together is /w/.*

Guided Practice

***say** Now we're going to work together to practice using the consonant digraph **w-h** to spell the sound /w/.*

Give each student a sticky note or card with **wh** on it.

What two consonant letters are on your card? (w-h) The letters **w-h** make the consonant digraph /w/. What is the sound for **w-h**? (/w/) Listen as I say a word. If you hear /w/ at the beginning of the word, it will be spelled with the digraph **w-h**. When you hear /w/, hold up your card and say **w-h**. If you don't hear /w/ at the beginning of the word, stay as still as a statue.

Suggested words: white, quiz, which, what, vine, head, whale.

Provide feedback for any errors by exaggerating the first sound of the word. Then repeat the sound of the consonant digraph **wh** in isolation, /w/, so that students can tell if the word begins with that sound.

Independent Application

Display the pictures at the end of the lesson one at a time. Point to each picture and have students say the picture names with you: whistle, whisper, bear, vase, whisk, whale, queen, yarn, whip.

***say** Does this word begin with /w/?*

If the picture name begins with /w/, help students say it in two parts and then blend the parts together: /w/ istle, whistle; /w/ isper, whisper; /w/ isk, whisk; /w/ ale, whale; /w/ ip, whip.

Remind the students that in these words the sound /w/ is spelled with the letters **w-h**, not **w** alone.

Have students write the digraph **wh** on sticky notes. Display the pictures in a mixed-up order. Have students attach the sticky notes to the pictures that begin with /w/.

Wrap-up

Check students' understanding.

***say** Which word begins with **w-h**—why or high? (why) What sound do you say when you see the letters **w-h**? (/w/)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Provide letter tiles for **w** and **h** and have students put them together to make the team **w-h**.

Say a pair of rhyming words, one of which begins with **wh**. Have students repeat the word that begins with /w/, and then say **w-h** while tapping the letter tiles.

Suggested word pairs: pen/when; fizz/whiz; which/ditch; meal/wheel; whip/hip; whale/veil.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to decoding words that begin with **wh**. Display the word **when**. Point to the letters **w-h**.

(say) When I see a word that begins with w-h, I say just one sound, /w/.

Run one finger under the rest of the word to say /ě/ /n/, and then the whole word, **when**. Then have students sound-blend the word with you.

Repeat the procedure with the words **whip** and **wham**.

Option 2: Draw students' attention to the difference between words that begin with **w** and words that begin with **wh**.

Display words in pairs for students to read with you; guide them in listening for and saying the initial sounds. Have them underline the letters **wh** in the second word in each pair.

Suggested word pairs: wet, when; wig, whim; win, whip; wag, wham; will, whiff.

Option 3: After students have learned more than one consonant digraph, expand the lesson by having students contrast the sounds and spellings for two digraphs, e.g., **sh** and **wh**.

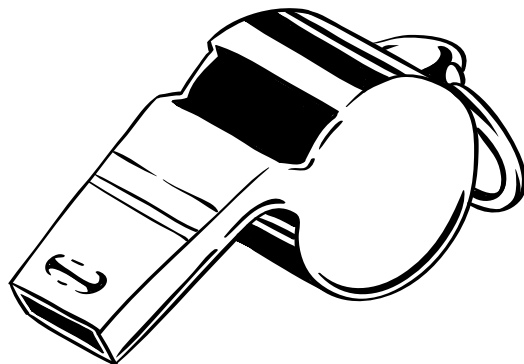
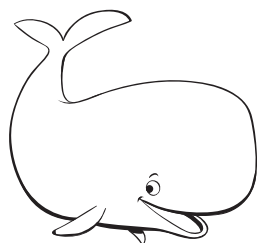
Display these ending letters: **ip, am**.

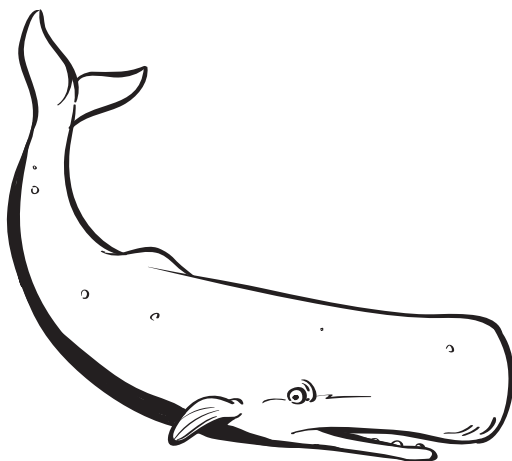
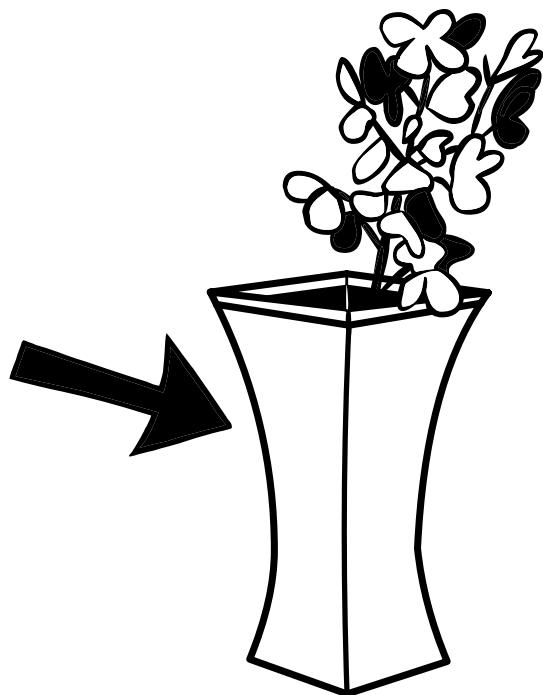
Dictate these words for students to spell: whip, ship, sham, wham.

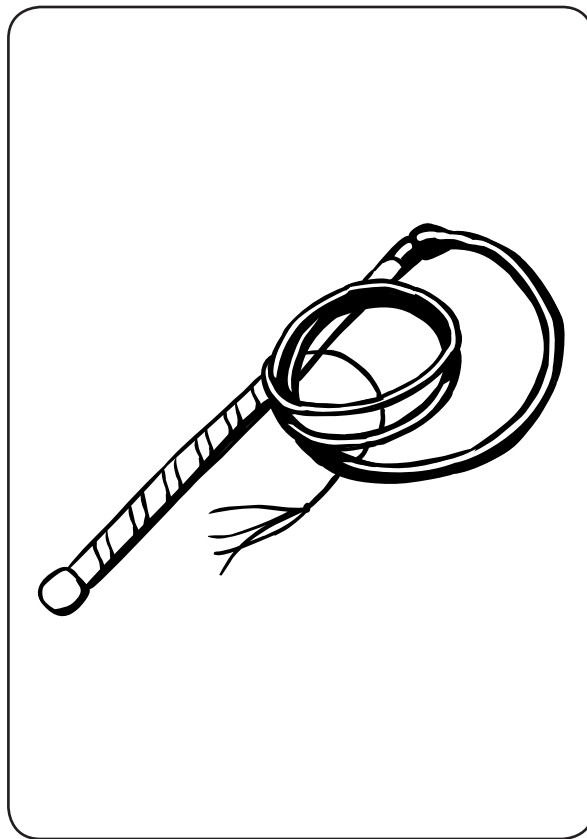
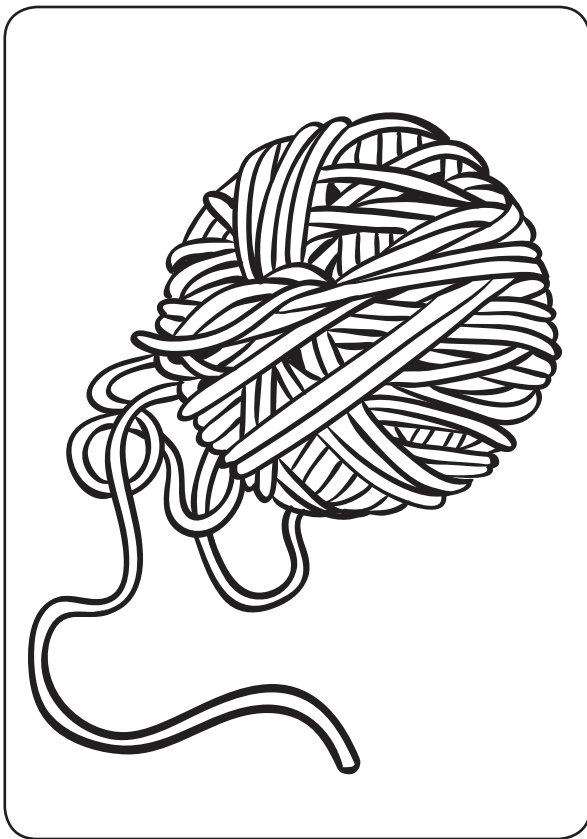
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with Lexia Skill Builders.®



wh







Description

This lesson is designed to reinforce letter-sound correspondence for the consonant digraph **ch**, where the two letters, **c-h**, represent one sound, /ch/. Knowledge of consonant digraphs will improve students' ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS


The following steps show a lesson in which students identify the sound /ch/ at the beginning of words and match the sound to the letters **c-h**. For students who have difficulty distinguishing the stop sound /ch/ from the continuant sound /sh/, place emphasis on the stop sound of /ch/ by repeating it while making an abrupt chopping motion with your arm: /ch/ /ch/ /ch/.

PREPARATION/MATERIALS


- For each student, a card or sticky note with the digraph **ch** printed on it
- Blank sticky notes
- A copy of the **ch** Keyword Image Card and 9 pictures at the end of the lesson

Warm-up

Use a phonemic awareness activity to review how to isolate the initial sound /ch/.

 *Listen as I say a word in two parts: /ch/ op. The first sound is /ch/. The ending sounds are op. When I put them together, I get the word chop. What is the first sound in chop? (/ch/)*


Make a single chopping motion with one arm.

 *The sound /ch/ is the sound we hear at the beginning of the word chop. Let's all say /ch/ together: /ch/ /ch/ /ch/. I'm going to say a word. If the word begins with /ch/, chop with your hand like this and say /ch/. If the word does not begin with /ch/, keep your hand down and make no sound.*


Suggested words: chill, chest, time, jump, chain, treasure, gentle, chocolate.



Direct Instruction

Display the Keyword Image Card of the cheese with the **ch** on it.


 *Today we're going to learn about the consonant digraph **ch**. A digraph is two letters that team together to make only one sound.*

Point to the Keyword Image Card.


 *This is a picture of some cheese. The word cheese begins with the sound /ch/. This is the letter c, and this is the letter h. You know that their sounds are /k/ and /h/. When these letters are together, they team up. Together, they say a whole new sound: /ch/. What sound do you say when you see c-h together? (/ch/)*

-  When I hear a word that begins with /ch/, I know that the word begins with the team **c-h**. Cheese, chip, child, charm—these words begin with /ch/. I know that the first letters in the word are **c-h**.
-  Remember, the two letters that team up are **c** and **h**. The sound you say when you see **c-h** together is /ch/.

Guided Practice

-  Now we're going to work together to practice using the consonant digraph **ch** to spell the sound /ch/.

Give each student a sticky note or card with **ch** on it.


-  What two consonant letters are on your card? (**c-h**) The letters **c-h** make the consonant digraph **ch**. What is the sound for **ch**? (/ch/) Listen as I say a word. If you hear /ch/ at the beginning of the word, it will be spelled with the digraph **ch**. When you hear /ch/, hold up your card and say **c-h**. If you don't hear /ch/ at the beginning of the word, stay as still as a statue.

Suggested words: chase, jump, tomato, check, chalk, true, children.

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

Independent Application

Display the pictures at the end of the lesson one at a time. Point to each picture and have students say the picture names with you: chest, tail, shoe, checkers, jacket, chain, cheek, tracks, chin.


-  Does this word begin with /ch/?

If the picture name begins with /ch/, help students say it in two parts and then blend the parts together: /ch/ est, chest; /ch/ eckers, checkers; /ch/ ain, chain; /ch/ eek, cheek; /ch/ in, chin.

Have students write the digraph **ch** on sticky notes. Display the pictures in a mixed-up order. Have students attach the sticky notes to the pictures that begin with /ch/.

Wrap-up

Check students' understanding.

-  Which word begins with **c-h**—champ or stamp? (champ) What sound do you say when you see the letters **c-h**? (/ch/)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Provide letter tiles for **c** and **h** and have students put them together to make the team **c-h**.

Say a pair of rhyming words, one of which begins with **ch**. Have students repeat the word that begins with /ch/, and then say **c-h** while tapping the letter tiles.

Suggested word pairs: chain, gain; chilly, silly; shop, chop; chip, trip; jest, chest.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to decoding words that begin with **ch**.

Display the word **chip**. Point to the letters **c-h**.

say When I see a word that begins with c-h, I say just one sound, /ch/.

Run one finger under the rest of the word to say /ip/, and then the whole word, **chip**. Then have students sound-blend the word with you.

Repeat the procedure with the words **chop** and **chat**.

Option 2: Draw students' attention to the difference between words that begin with single consonants and words that begin with **ch**.

Display words in pairs for students to read with you; guide them in listening for and saying the initial sounds. Have them underline the letters **ch** in the second word in each pair.

Suggested word pairs: cat, chat; hip, chip; cap, chap; hill, chill; hop, chop; hug, chug.

Option 3: After students have learned more than one consonant digraph, expand the lesson by having students contrast the sounds and spellings for two digraphs, e.g., **ch** and **sh**.

Use letter tiles to display these ending letters: **ip**, **in**, and **op**.

Have students add letter tiles **ch** and **sh** to make words. Talk about the differences in sound and meaning between **shin/chin**, **ship/chip**, and **shop/chop**. Dictate these words for students to spell.

Option 4: Guide students in decoding short-vowel words that include the digraph **ch** and final consonant blends: chest, chimp, chant, champ, chunk. Write the words on cards and discuss the meaning of each word.

Here are some possible ways to use the cards:

- Students read each word and use gestures, words, or a sketch to show meaning.
- Students flip through the cards to say the words as fast as they can.
- Students select the card that matches an oral clue, such as "This is like a song."
- Students select one or two words to write as captions for pictures they draw or find.

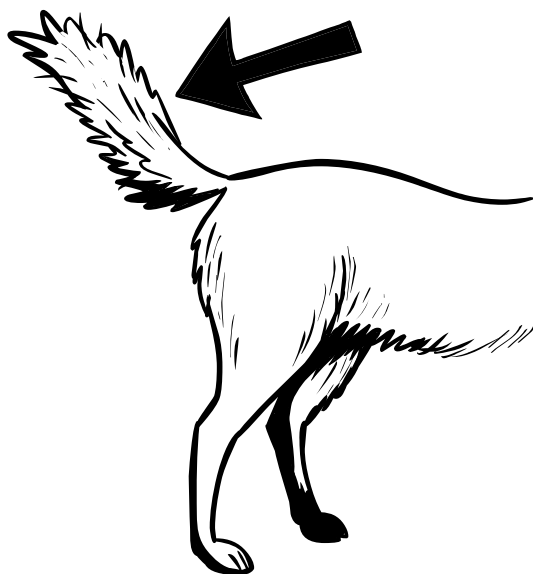
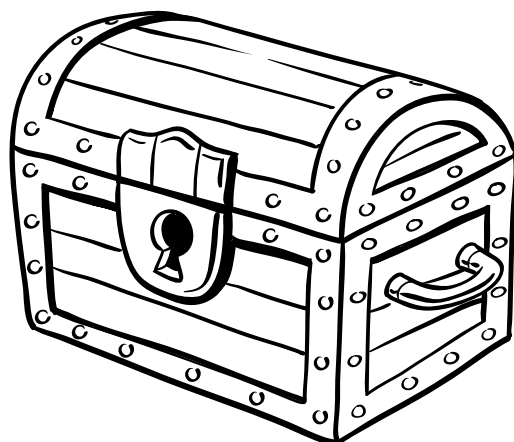
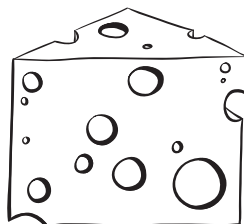
Option 5: Expand on the lesson using short-vowel words that end with the consonant blend **nch**. Start by using letter tiles to show the words **in**, **ran**, **pin**, **bun**. After students read each word, have them add the letter tiles **c-h** at the end. Together, read the words inch, ranch, pinch, bunch. Then have students spell these words: punch, bench, lunch, munch.

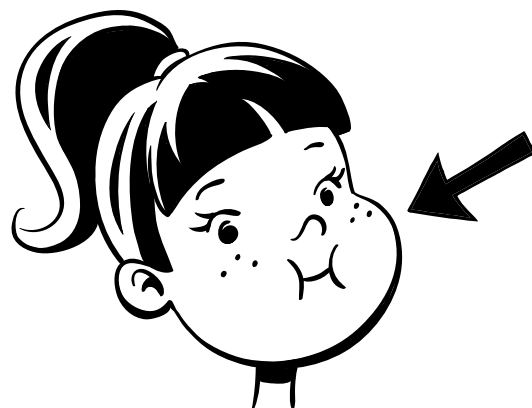
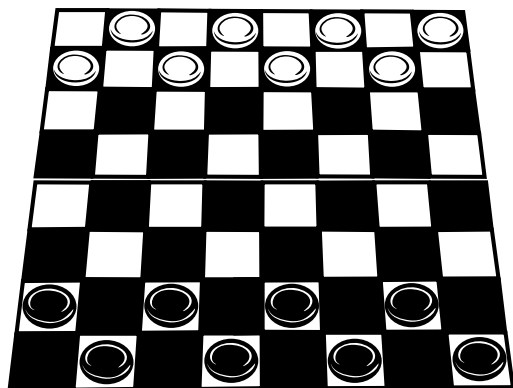
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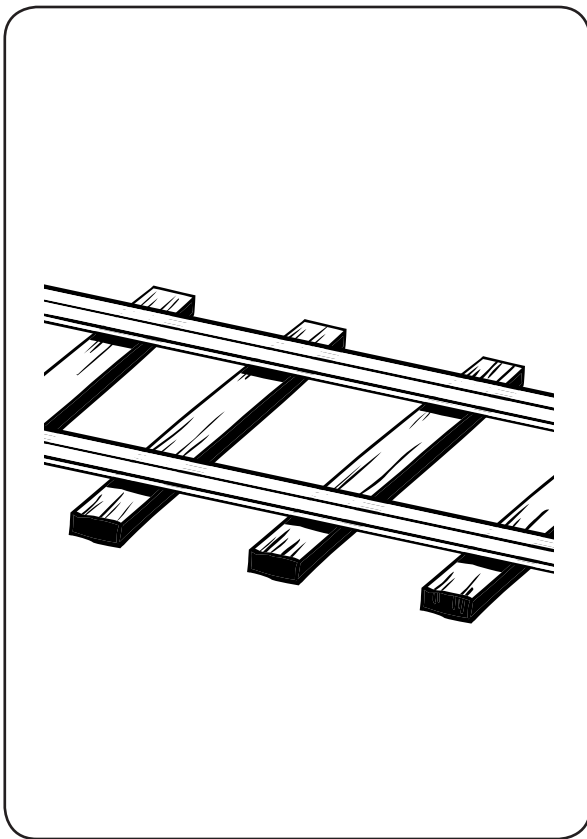
For further practice with these skills, provide students with **Lexia Skill Builders®**.



ch







Description

This lesson is designed to reinforce letter-sound correspondence for the consonant digraph **th**, where the two letters, **t-h**, represent one sound, /th/. Knowledge of consonant digraphs will improve students' ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS


The following steps show a lesson in which students identify the unvoiced sound /th/ at the beginning of words (e.g., thumb) and match the sound to the letters **t-h**. You may also want to present words with **th** in the final position and introduce the voiced sound for **th**, as in *the* and *this*. See Adaptations for Students Ready to Move On.


PREPARATION/MATERIALS

- For each student, a card or sticky note with the digraph **th** printed on it
- A copy of the **th** Keyword Image Card and 9 pictures at the end of the lesson
- Blank sticky notes

Warm-up

Use a phonemic awareness activity to review how to isolate the initial sound /th/.


 *Listen as I say a word in two parts: /th/ ick. The first sound is /th/. The ending sounds are ick. When I put them together, I get the word **thick**. What is the first sound in thick? (/th/)*


 *The sound /th/ is the sound we hear at the beginning of the word thumb. Let's all say /th/ together: thhhh. I'm going to say a word. If the word begins with /th/, hold your thumb up and say /th/. If the word does not begin with /th/, keep your hand down and make no sound.*


Suggested words: think, summer, friend, thanks, thief, drive, thorn, fish.

Direct Instruction


Display the Keyword Image Card of the thumb with the **th** on it.

 *This is a picture of a thumb. The word thumb begins with the sound /th/. This is the letter **t**, and this is the letter **h**. You know that their sounds are /t/ and /h/. When these letters are together, they team up. Together, they say a whole new sound: /th/. What sound do you say when you see **t-h** together? (/th/) To say this sound, we put the tongue between the teeth and blow air out, like /th/.*


 *When I hear a word that begins with /th/, I know that the word begins with the team **t-h**. Thorn, thank, thing, throw...these words begin with /th/. I know that the first letters in the word are **t-h**.*

 *Remember, the two letters that team up are **t** and **h**. The sound you say when you see **t-h** together is /th/. To make this sound, put your tongue between your teeth, like /th/.*

Guided Practice

 Now we're going to work together to practice using the consonant digraph **t-h** to spell the sound /th/.

Give each student a sticky note or card with **th** on it.

 What two consonant letters are on your card? (**t-h**) The letters **t-h** make the consonant digraph **t-h**. What is the sound for **t-h**? (/th/) Listen as I say a word. If you hear /th/ at the beginning of the word, it will be spelled with the digraph **t-h**. When you hear /th/, hold up your card and say **t-h**. If you don't hear /th/ at the beginning of the word, stay as still as a statue.

Suggested words: thank, find, shirt, thick, dream, thigh, theater.

Provide feedback for any errors by exaggerating the first sound of the word and having students repeat the sound. Point out the mouth position for /th/—tongue between teeth—so that students can tell if the word begins with that sound.

Independent Application

Display the pictures at the end of the lesson one at a time. Point to each picture and have students say the picture names with you: think, thread, feet, shirt, jacket, thorn, three, vase, thin.


 Does this word begin with /th/?

If the picture name begins with /th/, help students say it in two parts and then blend the parts together: /th/ ink, think; /th/ read, thread; /th/ orn, thorn; /th/ ree, three; /th/ in, thin.

Have students write the digraph **th** on sticky notes. Display the pictures in a mixed-up order. Have students attach the sticky notes to the pictures that begin with /th/.

Wrap-up

Check students' understanding.

 Which word begins with **t-h**—thought or fought? (thought) What sound do you say when you see the letters **t-h**? (/th/)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Provide letter tiles for **t** and **h** and have students put them together to make the team **t-h**. Say a pair of rhyming words, one of which begins with **th**. Have students repeat the word that begins with /th/ and say **t-h** while tapping the letter tiles.

Suggested word pairs: thing/sing; thick/trick; dud/thud; theme/dream; fin/thin; thank/tank.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to decoding words that begin with **th**. Display the word **thin**. Point to the letters **t-h**.

***say** When I see a word that begins with the two letters t-h, I say just one sound, /th/.*

Run your finger under the rest of the word to say /n/ /n/, and then the whole word, **thin**. Then have students sound-blend the word with you.

Option 2: Expand on the lesson using short-vowel words that end with **th**. Start by having students listen to pairs of words and repeat the one that ends with /th/.

Suggested word pairs: bat/bath; moth/moss; with/whiff; path/pass; math/mad.

Then repeat each word that ends with /th/. Guide students in using letter tiles to spell the word.

Option 3: Use the sight words **the** and **there** to introduce the voiced sound for /th/. Display the words and underline **th** as students read each one aloud.

*The digraph t-h has another sound that is made the same way in our mouth but we use our voices. In the words **the** and **there**, the sound of the t-h is noisy. Let's stretch out that first sound together: thhhh.*

Then display these words for students to sound-blend and read aloud: then, this, that, them, than. Use each word in an oral sentence

to show meaning.

Option 4: After students have learned more than one consonant digraph, expand the lesson by having students contrast the sounds and spellings for multiple digraphs, e.g., /th/, /ch/, and /sh/.

Display the ending letters **in**.

Dictate these words for students to spell: thin, shin, and chin.

Option 5: Guide students in decoding short-vowel words that include the digraph **th** and consonant blends: thrill, tenth, think, theft, thump, thank, cloth, fifth, filth. Write the words on cards and discuss the meaning of each word. Here are some possible ways to use the cards:

- Students choose from two or three cards to match a meaning that you give.
- Students flip through the cards to say the words as fast as they can.
- Students select one or two words to write as captions for pictures they draw or find.

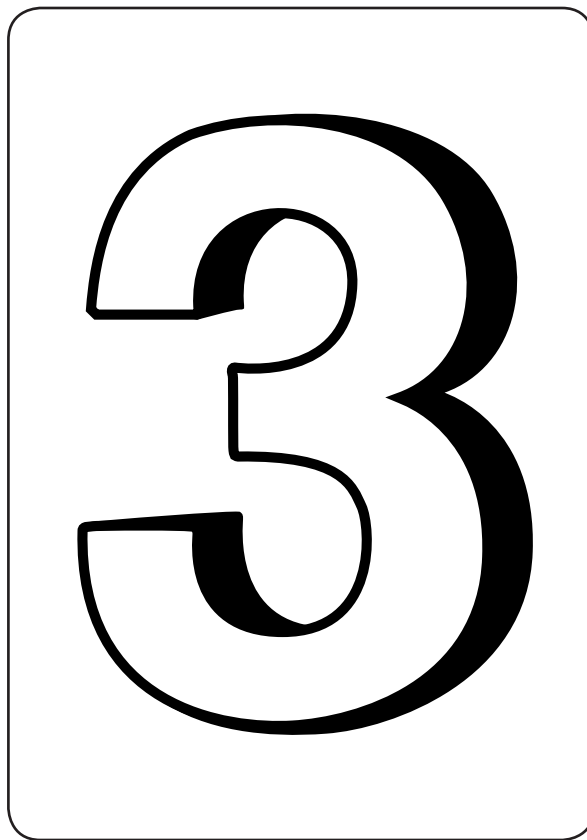
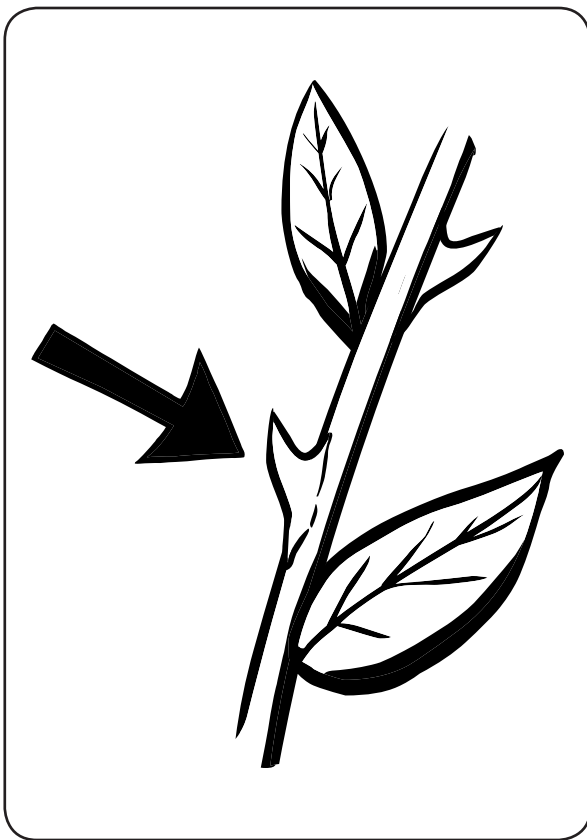
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

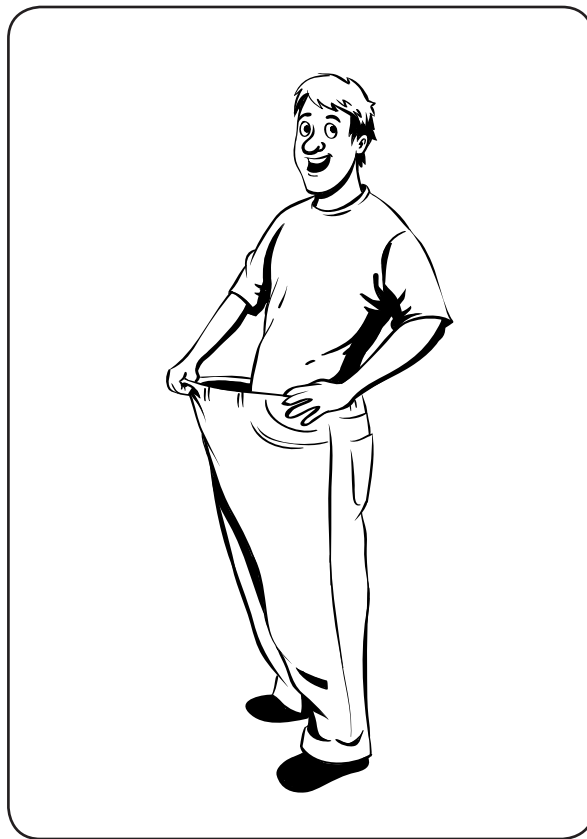
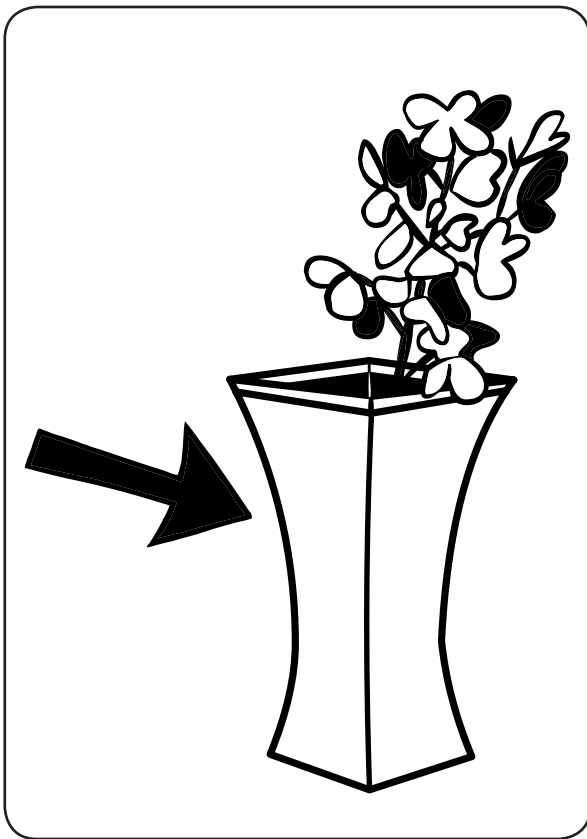
For further practice with these skills, provide students with **Lexia Skill Builders®**.



th







Description

This lesson is designed to reinforce letter-sound correspondence for the consonant digraph **ck**, where the two letters, **c-k**, represent one sound, /k/. Knowledge of consonant digraphs will improve students' ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

The following steps show a lesson in which students identify the sound /k/ at the end of words and match the sound to the letters **c-k**. You may want to include words that begin with a single consonant and end with ack, ick, ock, eck, uck for students to decode. When isolating the sound /k/, take care not to add /uh/ to the consonant.

PREPARATION/MATERIALS

- For each student, a card or sticky note with the digraph **ck** printed on it
- A copy of the **ck** Keyword Image Card and 9 pictures at the end of the lesson
- Blank sticky notes

Warm-up

Use a phonemic awareness activity to review how to isolate the final sound /k/.

***say** Listen as I say a word in two parts: li /k/. The beginning sounds are li. The last sound is /k/. When I put them together, I get the word lick. What is the last sound in lick? (/k/)*

Continue by saying words in two parts, blending them back together, and having students repeat the last sound in the word.

Suggested words: lu /k/, luck; so /k/, sock; pi /k/, pick; tra /k/, track.

Direct Instruction

Display the Keyword Image Card of the tack with the **ck** on it.

***say** This is a picture of a tack. The word tack ends with the sound /k/. This is the letter c, and this is the letter k. You know that c makes the sound /k/ and k also makes the sound /k/. When these letters are together, they team up. Together, they make just one sound: /k/. What is the sound for c-k together? (/k/)*

Sometimes I hear /k/ after a short vowel sound in a word. Duck, pack, sick, rock...these words end with /k/. I know that the last letters in these words are the team c-k.

Remember, the two letters that team up are c and k. The sound you say when you see c-k together is /k/.

Guided Practice

***say** Now we're going to work together to practice using the consonant digraph **c-k** to spell the sound /k/ at the end of words with short vowels.*

Give each student a sticky note or card with **ck** on it.

What two consonant letters are on your card? (c-k) The letters c-k make the consonant digraph ck. What is the sound for c-k? (/k/) Listen as I say a word. If you hear /k/ at the end of the word, it will be spelled with the digraph c-k. When you hear /k/, hold up your card and say c-k. If you don't hear /k/ at the end of the word, stay as still as a statue.

Suggested words: sock, sing, pig, thick, shack, rug, rock.

Provide feedback for any errors by exaggerating the last sound of the word. Then repeat the sound of the consonant digraph **ck** in isolation, /k/, so that students can tell if the word ends with that sound.

Independent Application

Display the pictures at the end of the lesson one at a time. Point to each picture and have students say the picture names with you: lock, leg, dog, duck, neck, drip, key, sick, pack.

***say** Does this word end with /k/?*

If the picture name ends with /k/, have students say the name with an emphasis on the final sound /k/. Remind the students that for these words the ending sound /k/ is spelled with the letters **c-k**, not **c** or **k** alone.

Have students write the digraph **ck** on sticky notes. Display the pictures in a mixed-up order. Have students attach the sticky notes to the pictures that end with /k/.

Wrap-up

Check students' understanding.

***say** Which word ends with c-k—stick or step? (stick) What sound do you say when you see the letters c-k? (/k/)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Provide letter tiles for **c** and **k** and have students put them together to make the team **c-k**. Say a pair of words that begin with the same sound, only one of which ends with **ck**. Have students repeat the word that ends with /k/ and say **c-k** while tapping the letter tiles.

Suggested word pairs: tap/tack; pick/pit; rock/rod; thin/thick; lug/luck; peg/peck.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to decoding words that end with **ck**. Display the word **luck**. Point to the letters **c-k** as you say /k/. Then run your finger under the word as you pronounce it.

***say** When I see a word that ends with c-k, I say just one sound, /k/, for those letters.*

Run one finger under the word and say lu /k/, and then the whole word, luck. Then have students sound-blend the word with you.

Repeat the procedure with the words **back** and **neck**.

Option 2: Give students practice in distinguishing words ending with consonant digraphs. Use letter tiles to display **wi**.

Have students add the letter tiles **th**, **sh**, and **ck** to make three words.

Dictate these words for student to spell: with, wish, wick.

Option 3: Expand on the lesson using short-vowel words that begin with consonant blends or digraphs. Display one group of rhyming words at a time, as shown below. Guide students in sound-blending each word and discuss the meaning.

Rhyming words:

tack	back	black	shack
sick	wick	slick	thick
puck	luck	pluck	stuck
sock	rock	shock	clock
deck	peck	speck	check

Then, display one of these words at a time: cluck, track, fleck, stock, trick.

Have students read the word and place it in its rhyming group.

Option 4: Play a game in which you take turns choosing the digraph that follows a short vowel and completes a real word. Often there will be more than one possibility. For example, display the digraphs **th**, **sh**, **ck**, along with these beginning letters:

du (ck)	qui (ck)
sa (sh, ck)	pa (th, ck)
clo (th, ck)	ba (th, sh, ck)

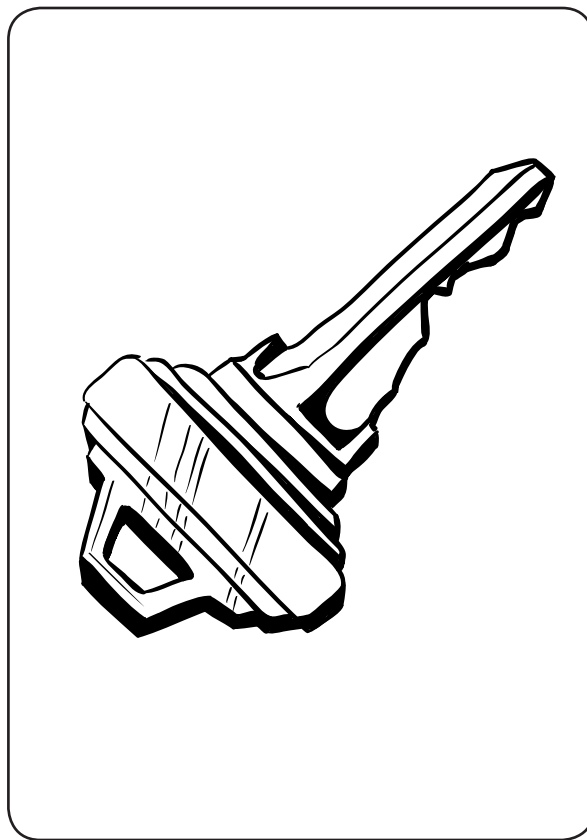
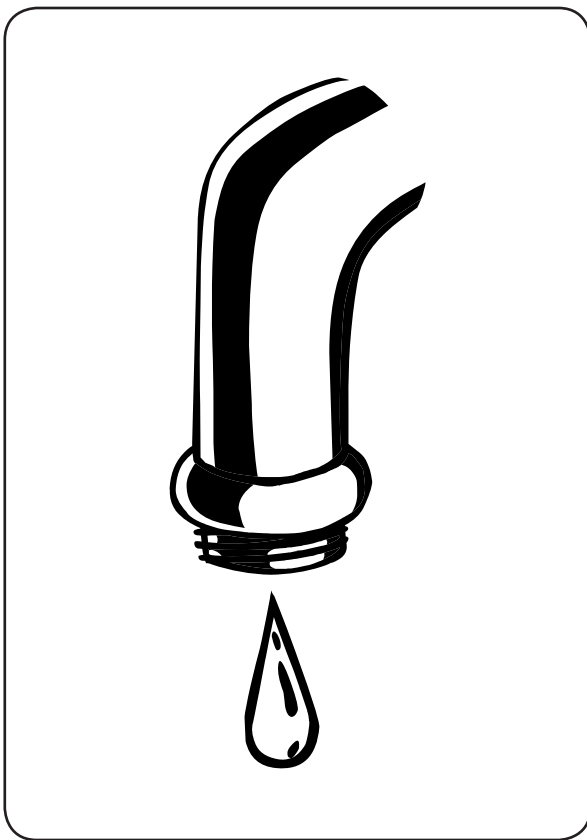
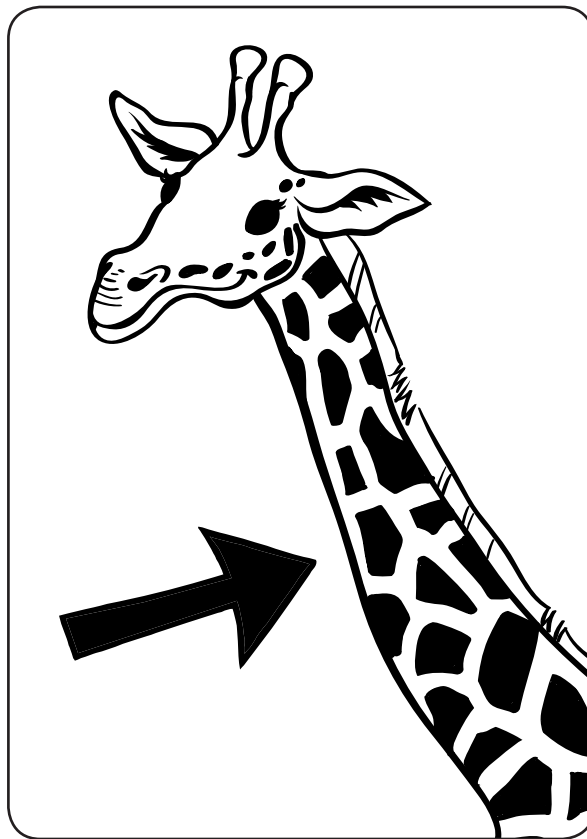
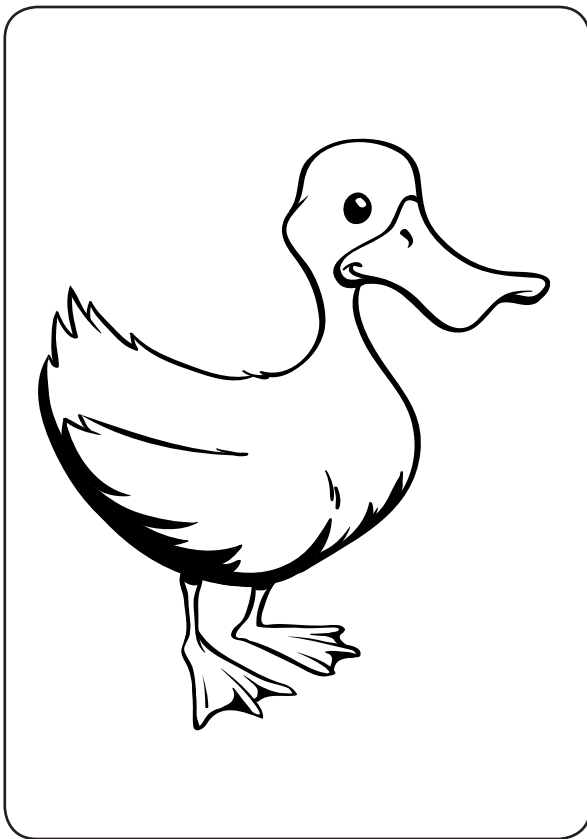
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

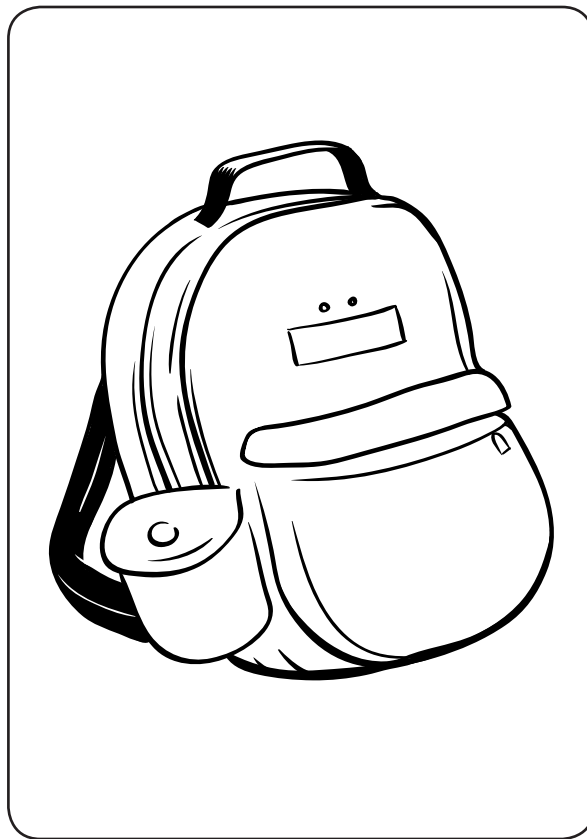
For further practice with these skills, provide students with **Lexia Skill Builders®**.



ck







Description

This lesson is designed to reinforce letter-sound correspondence for the consonant trigraph **tch**, where the three letters, **t-c-h**, represent one sound, /ch/. Knowledge of this consonant trigraph will increase ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

The following steps show a lesson in which students identify the sound /ch/ at the end of words and match the sound to the letters **t-c-h**. You may want to include words that begin with a single consonant and end with **atch**, **etch**, **itch**, **otch**, or **utch** for students to decode. When isolating the sound /ch/, take care not to add /uh/ after it.

PREPARATION/MATERIALS

- A copy of the **tch** Keyword Image Card and 9 pictures at the end of the lesson (for display)
- Cards or sticky notes with the trigraph **tch** printed on them (for students)
- Sticky notes

Warm-up

Use a phonemic awareness activity to review how to isolate the final sound /ch/ after a short vowel.

***say** Listen for the sound that is the same in these words: **latch, pitch, splotch, fetch, clutch**. Is the same sound at the beginning or at the end of the words? (at the end) The sound is /ch/. Let's say the word match and repeat the last sound: match, /ch/ /ch/ /ch/.*

Tell students to listen as you say a phrase with three words. Have them repeat the one word that ends with /ch/ and then say the final sound—/ch/.

Say each phrase with a slight pause between words:

light the match

a tickling itch

stretch your arms

eggs that hatch




use a crutch

Direct Instruction


Display the Keyword Image Card of the catcher with the **tch** on it.

***say** Today we're going to learn about the consonant trigraph **tch**. A trigraph is three letters that team together to make only one sound.*


Point to the catcher.

-  The word **catch** ends with the sound /ch/. These are the letters **t-c-h**. You know that **c** and **h** team up to make the sound /ch/. After a short vowel, these three letters team up to make the sound /ch/: **t**, **c**, and **h**. Together, they make just one sound: /ch/. What is the sound for **t-c-h** together? (/ch/)
-  When I hear /ch/ after a short vowel sound in a word, I know that the last three letters in the word are usually **t-c-h**. **Hatch, itch, fetch, Dutch...** these words end with /ch/. The last three letters in these words are the team **t-c-h**.
-  What are the three letters at the end of **catch**? (t-c-h) What sound do you say when you see **t-c-h** together? (/ch/)

Guided Practice

-  Now we're going to work together to practice using the consonant trigraph **t-c-h** to spell the sound /ch/ at the end of words with short vowels.

Give each student a sticky note or card with **tch** on it.

-  What three consonant letters are on your card? (t-c-h) The letters **t-c-h** make the consonant trigraph /ch/. What is the sound for **t-c-h**? (/ch/) Listen as I say a word. If you hear /ch/ at the end of a word, it will be spelled with the trigraph **t-c-h**. When you hear /ch/ hold up your card and say **t-c-h**. If you don't hear /ch/ at the end of a word, stay as still as a statue.

Suggested words: **catch, slush, ditch, moth, batch, chick, hutch**

Provide feedback for any errors by stressing the last sound of the word. Then isolate the sound /ch/ so that students can tell if the word ends with that sound.

Independent Application

Display the pictures at the end of the lesson one at a time. Point to each picture and have students say the picture names with you: **watch, dish, dance, witch, itch, bridge, fish, match, ditch**


-  Does this word end with /ch/?

If the picture name ends with /ch/, have students say the name and repeat the final sound /ch/. Remind the students that the ending sound /ch/ is spelled with the letters **t-c-h**, not **c-h** alone.

Have students write the trigraph **tch** on sticky notes. Display the pictures in a mixed-up order. Have students attach the sticky notes to the pictures that end with /ch/.

Wrap-up

Check students' understanding.

-  Which word ends with **t-c-h**—**crutch** or **crush**? (crutch) What sound do you say when you see the letters **t-c-h**? (/ch/)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Provide letter tiles for **t**, **c**, and **h**, and have students put them together to make the team **t-c-h**. Say a pair of words that begin the same sound, one of which ends with **tch**. Have students repeat the word that ends with /ch/ and say **t-c-h** while tapping the letter tiles.

Suggested word pairs: **math/match; fell/fetch; switch/swim; batch/badge; ditch/dish; crush/crutch**

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to decoding words that begin with **tch**. Display the word **catch**. Point to the letters **t-c-h**.

*(say) When I see a word that ends with t-c-h,
I say just one sound, /ch/.*

Run one finger under the word and say *ca /ch/*, and then the whole word, *catch*. Then have students sound-blend the word with you.

Repeat the procedure with the words **fetch** and **hitch**.

Option 2: Expand on the lesson by having students decode and sort 12-15 words that end with /ch/. Here are two sorting activities.

- Provide word cards with short-vowel words ending with **tch**. Have students sort by vowel sound and then read each list of rhyming words. Suggested words: **batch, catch, hatch, latch, match, patch, snatch, thatch, scratch, etch, fetch, sketch, stretch, itch, ditch, hitch, pitch, witch, snitch, stitch, switch, twitch, botch, splotch, Dutch, hutch, clutch, crutch**

- Show students the words **such, much, rich, which**. Point out that in these four words, a final /ch/ after a short vowel is spelled only with **c-h**. Have students read the words aloud. Then provide word cards for students to sort in three groups: words ending in **ch, tch**, and **nch**. Suggested **-nch** words: **ranch, branch, bench, clench, drench, French, trench, inch, finch, pinch, clinch, flinch, bunch, hunch, lunch, munch, punch, brunch, crunch, scrunch**

Review the word cards in each group by reading them aloud and discussing meaning.

Option 3: Play a game in which you take turns choosing the letter teams that follow a short vowel and complete a real word.

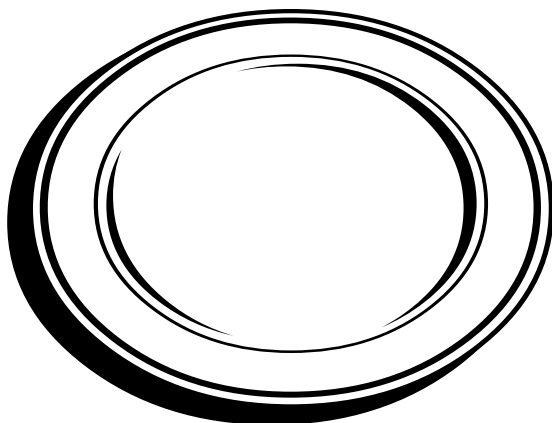
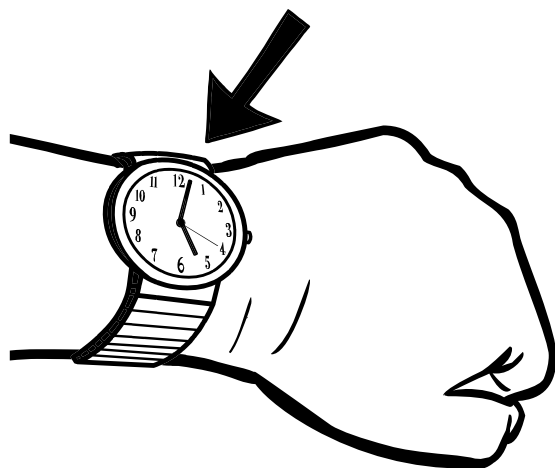
Display the letter teams **tch, th, ng**, along with these beginning letters:

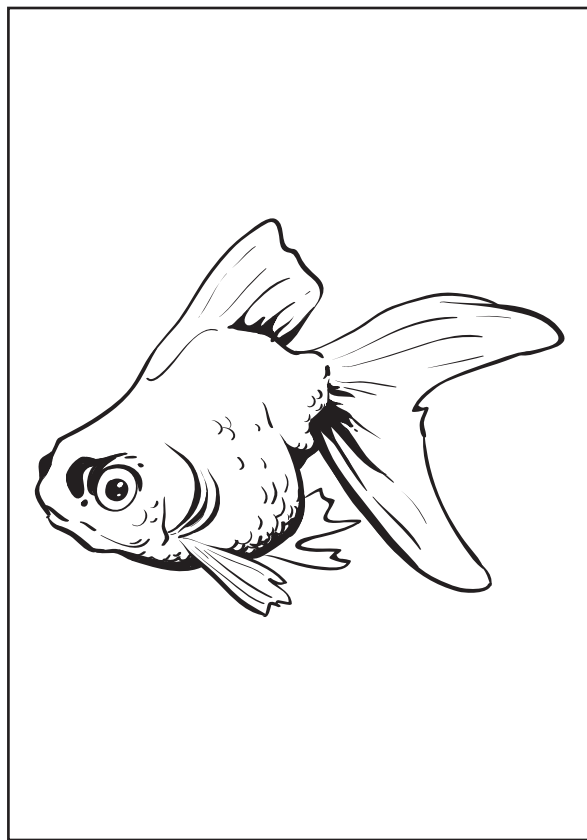
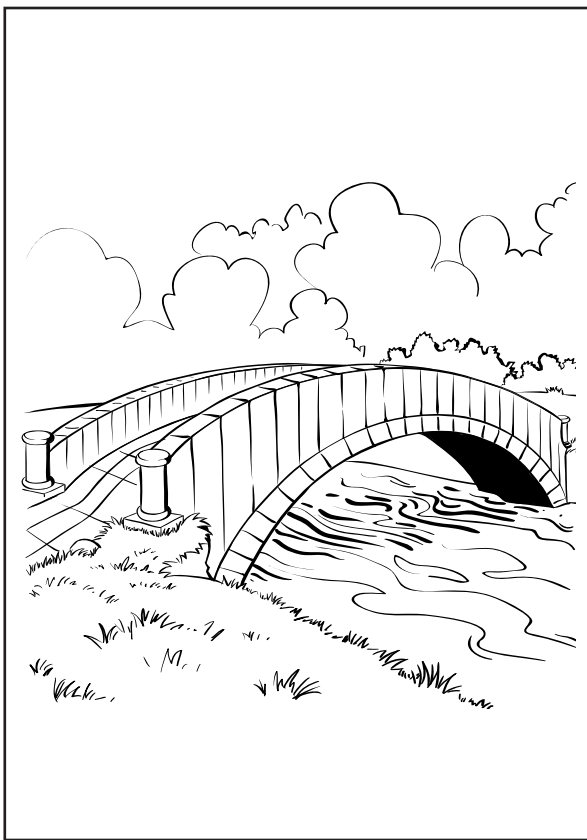
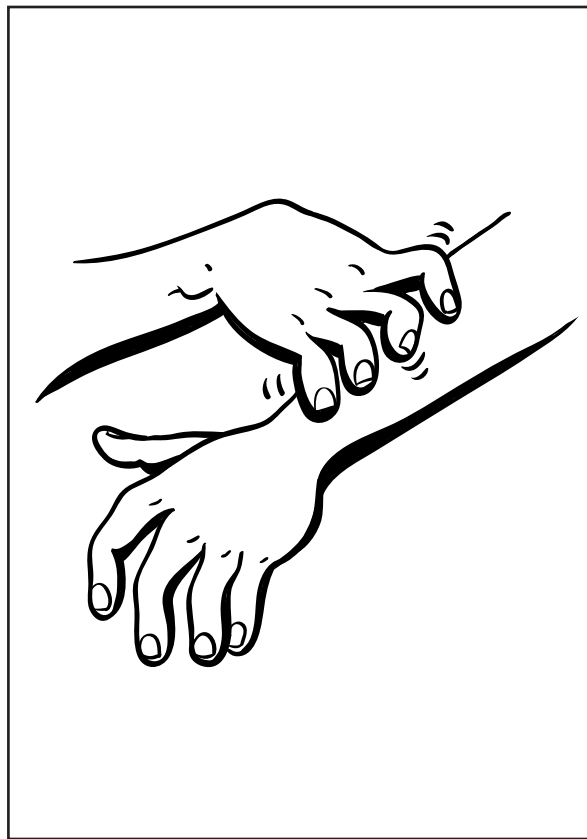
fe (tch)	ske (tch)
swi (tch, ng)	hu (tch, ng)
ma (tch, th)	pa (tch, th, ng)

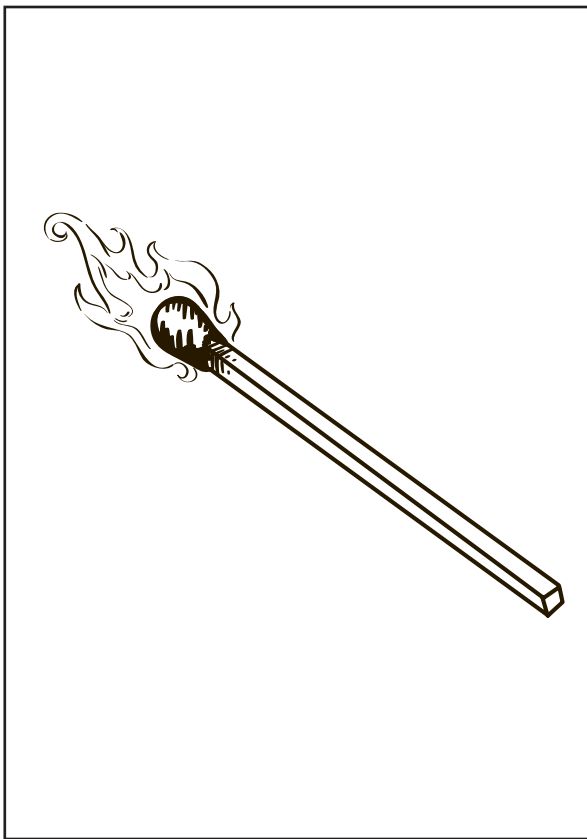
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.
For further practice with these skills, provide students with **Lexia Skill Builders®**.



tch







Description

This lesson is designed to reinforce letter-sound correspondence for the consonant digraph **ng**, where the two letters, **n-g**, represent one sound, /ng/. Knowledge of consonant digraphs will improve students' ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

The following steps show a lesson in which students identify the sound /ng/ at the end of words and match the sound to the letters **n-g**. You may want to include words that begin with a single consonant and end with ang, ing, ong, ung, for students to decode. The sound /ng/ is not very common and can be difficult to isolate; place emphasis on the sound by saying a word and extending the final nasal sound.

PREPARATION/MATERIALS

- For each student, a card or sticky note with the digraph **ng** printed on it
- Blank sticky notes
- A copy of the **ng** Keyword Image Card and 9 pictures at the end of the lesson

Warm-up

Use a phonemic awareness activity to review how to isolate the final sound /ng/.

say *Listen for the sound that is the same in each of these words: long, swing, rang, hung. Is the same sound at the beginning or at the end of the words? (at the end) The sound is /ng/ and it comes through the nose. Let's say the word long and stretch out the last sound: longggg.*

Tell students to listen as you say a phrase with three words. Have them repeat the one word that ends with /ng/ and then say the final sound—/ng/.

Say each phrase with a slight pause between words:

one more thing

hang a picture

stung by bees

queen and king


the wrong answer


Direct Instruction

Display the Keyword Image Card of the ring with the **ng** on it.


say *Today we're going to learn about the consonant digraph **n-g**. A digraph is two letters that team together to make only one sound.*

Point to the ring.


 The word ring ends with the sound /ng/. This is the letter **n**, and this is the letter **g**. You know that **n** makes the sound /n/ and **g** makes the sound /g/. When these letters are together, they team up. Together, they make a whole new sound: /ng/. What is the sound for n-g together? (/ng/)

 When I hear a word that ends with /ng/, I know that the last letters in the word are **n-g**. King, long, rang, stung...these words end with /ng/. The last letters in these words are the team **n-g**.

Guided Practice

 Now we're going to work together to practice using the consonant digraph **n-g** to spell the sound /ng/ at the end of words with short vowels.

Distribute a card with the consonant digraph **ng** on it to each student.

 What two consonant letters are on your card? (**n-g**) The letters **n-g** make the consonant digraph **ng**. What is the sound for **n-g**? (/ng/) Listen as I say a word. If you hear /ng/ at the end of the word, it will be spelled with the digraph **n-g**. When you hear /ng/, hold up your card and say **n-g**. If you don't hear /ng/ at the end of the word, stay as still as a statue.

Suggested words: wrong, sing, win, thing, dog, rung, gang.

Provide feedback for any errors by exaggerating the last sound of the word. Then repeat the sound of the consonant digraph **ng** in isolation, /ng/, so that students can tell whether the word ends with that sound.

Independent Application

Display the pictures at the end of the lesson one at a time. Point to each picture and have students say the picture names with you: wing, pen, sing, rug, bang, king, duck, bone, fang.


 Does this word end with /ng/?

If the picture name ends with /ng/, have students repeat the name with an emphasis on the final sound /ng/. Remind the students that the ending sound /ng/ is spelled with the letters **n-g**.

Have students write the digraph **ng** on sticky notes. Display the pictures in a mixed-up order. Have students attach the sticky notes to the pictures that end with /ng/.

Wrap-up

Check students' understanding.

 Which word ends with **n-g**—string or grain? (string) What sound do you say when you see the letters **n-g**? (/ng/)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Provide letter tiles for **n** and **g** and have students put them together to make the team **ng**. Say a pair of words that begin with the same sound, one of which ends with **ng**. Have students repeat the word that ends with /ng/ and say **n-g** while tapping the letter tiles.

Suggested word pairs: will/wing; luck/lung; hang/hand; thing/thick; swing/swift; gone/gong.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to decoding words that end with **ng**. Display the word **sang**. Point to the letters **n-g**.

say When I see a word that ends with **n-g**, I say just one sound, /ng/.

Then have students sound-blend each word with you.

Repeat the procedure with the words **sing**, **song**, and **sung**.

Option 2: Expand on the lesson using short-vowel words that begin with consonant blends or digraphs. Display one group of rhyming words at a time, as shown at the top of the next column. Guide students in sound-blending each word and discuss the meaning.

Rhyming words:

sing wing swing thing
long song prong strong
hung lung stung strung
rang hang clang sprang

Then, display one of these words at a time: tong, spring, slung, bang.

Have students read the word and place it in its rhyming group.

Option 3: Play a game in which you take turns choosing the digraph that follows a short vowel and completes a real word. Often there will be more than one possibility. For example, display the digraphs **ng**, **sh**, **ck**, along with these beginning letters:

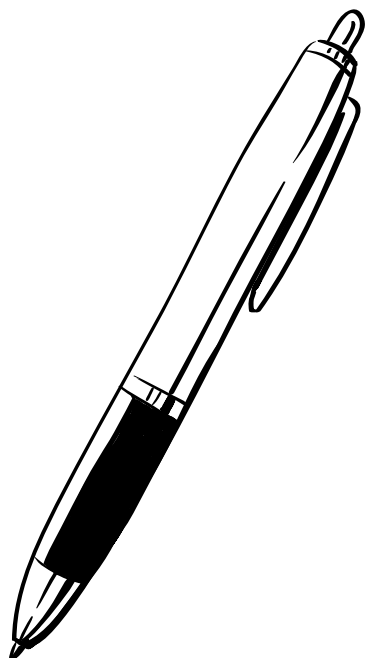
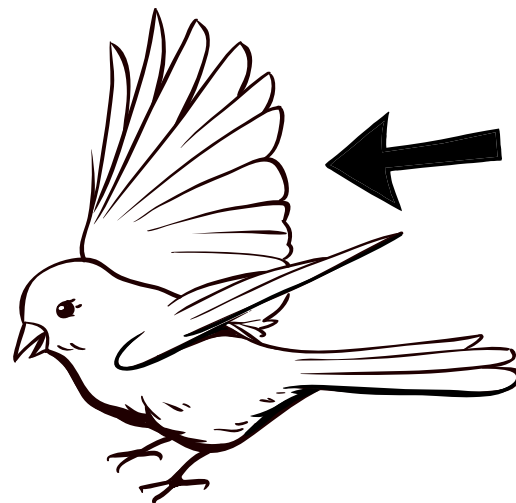
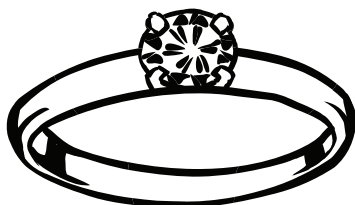
hu (ng, sh)
so (ng, ck)
thi (ng, ck)
swi (ng, sh)
ra (ng, sh, ck)
wi (ng, sh, ck)

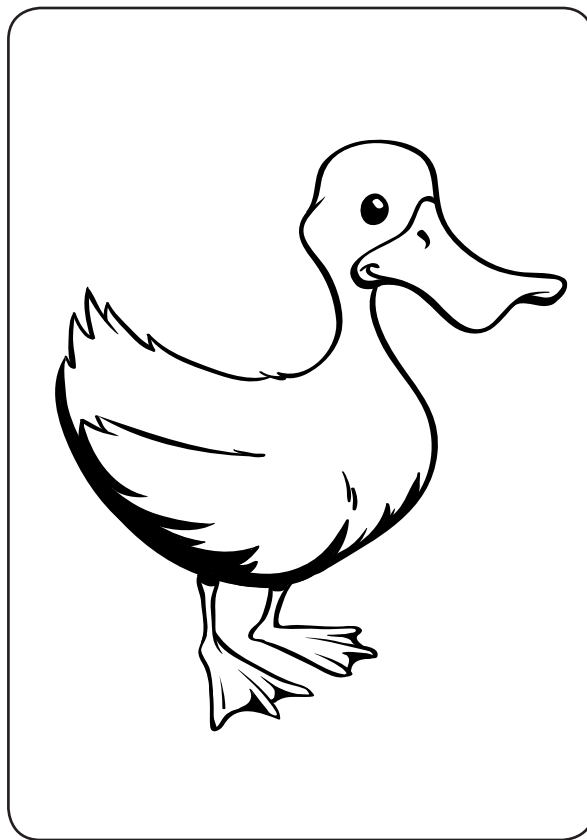
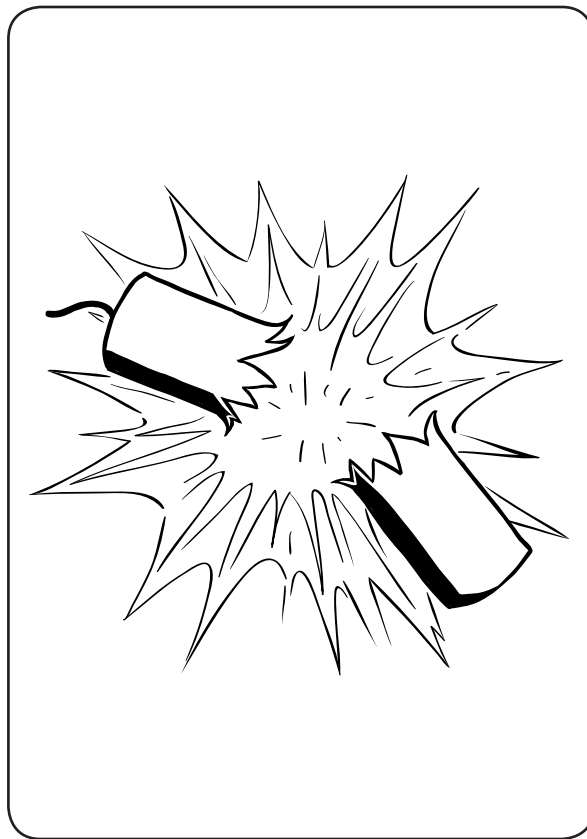
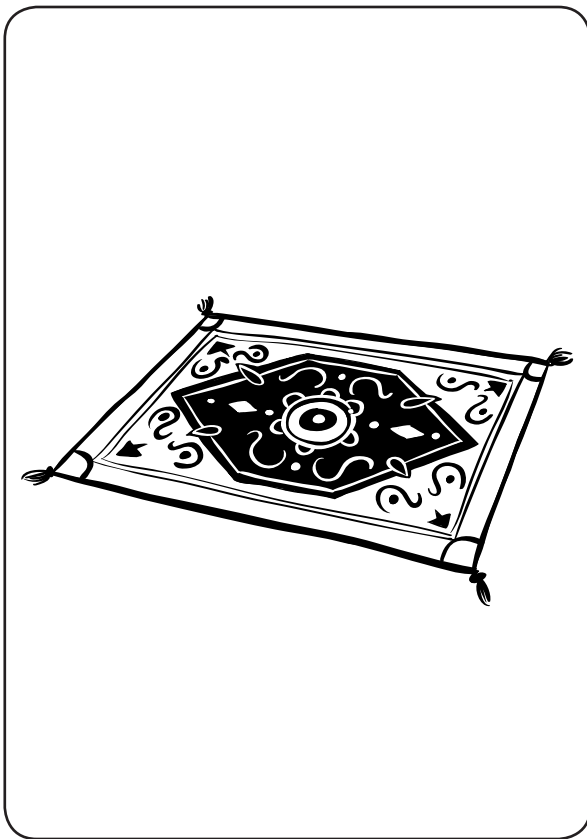
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

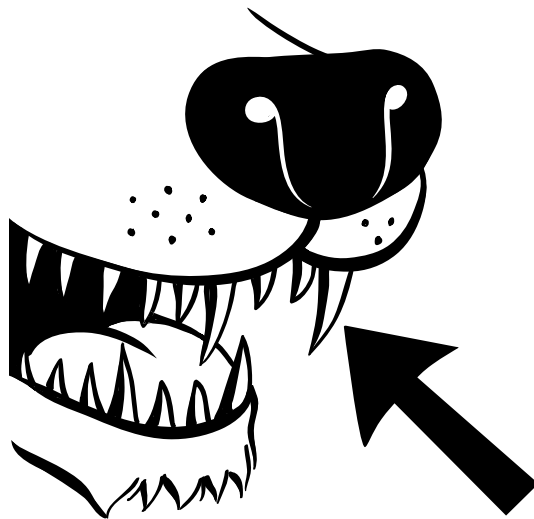
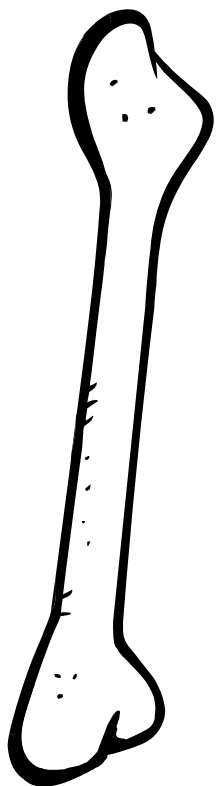
For further practice with these skills, provide students with **Lexia Skill Builders®**.



ng







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 students 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 6 and Level 9 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 **some**.

 *This word is **some**.*


Use the word in context. Point to various objects in your classroom and name them, saying, "There are **some**..." with an emphasis on the word **some**. For example, "There are **some** crayons."

 *Now I'm going to spell **some**. S-O-M-E spells **some**.*

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

 *Now, let's spell **some** together: S-O-M-E.*

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

 *What's the word? (some)*

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

 *What's the word? (some)*

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


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

Display the word card for **some**.

 *What is this word? (some)*

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

When students are ready, have them write the word. Then, have them 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.

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.

Option 3: Have students combine these sight words with regular words to create phrases or short sentences. For example, **My friend has many old cats.**

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: **buy, by, why; could, would; from, some**

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 6

some	every	any	could
were	once	old	know
by	have	just*	give
from	out	again	live
of	how	put	round

Level 9

does	goes	other	friend
says	very	buy	write
your	been	before	walk
why	always	which*	orange
many	first	because	would

Note: These are sight words that follow previously presented phonic rules.



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 develop categorical thinking by exploring relationships between words. The lesson uses words students can decode independently. As students group words, they deepen their vocabulary, learn to apply generalities, and build their ability to classify and sort into categories.

TEACHER TIPS


The following steps show a lesson using the categories *Things in a House* and *Things We Can Do*. You may adapt this lesson for individual student needs by using the same steps with different or added categories. This lesson can be expanded to define words both by category and by one or more key attributes (e.g., a pail is a toy used at the beach; a cheetah is an animal that is fast).

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:

- A copy of the pictures at the end of the lesson (for display)
- Copies of the word cards at the end of the lesson (for display and for students)
- Magnets, tape, or other material to stick pictures and word cards on the board


Direct Instruction

 *Today, we are going to work on sorting words into categories, or groups. We can put words together in a group when their meanings are alike in some way.*

Draw two boxes, large enough to hold a few word cards each, on the board. Place the picture of the house above one box and the picture of the running girl above the other.

 *We are going to think about two categories, or groups, that we can put words into. The first category is Things in a House. (point to one box) The other category is Things We Can Do. (point to the other box)*

Hold up the word card **tub**.

 *This is word I know. It says **tub**. I need to decide which category **tub** goes in. Is it a thing in a house or a thing we can do? I have a tub in my bathroom, so **tub** must go in the category Things in a House.*


Place the word card in the box for the category Things in a House. Hold up the word card **run** and repeat the procedure above, thinking aloud and placing the word card into the box for the category Things We Can Do.

Guided Practice:

Display the word cards for **pan, jog, hop, bed**. Have students read each word with you. Talk with students about the meaning of each word.


 *Let's look at each of these words and decide which category, or group, they belong in.*


Have students take turns placing words into the category boxes. Discuss why each word belongs in that category.

 *Why does the word (**pan, bed**) belong with **tub**? (because it names something in a house.) Why does the word (**hop, jog**) belong in this other group? (It's a thing we can do, like **run**.)*

Independent Application:

Have students work in pairs or independently. Give students copies of the remaining word cards (**mat, pat, cot, nod, rug, hug**). Have students read the cards aloud. Ask students to group the word cards into the two categories by placing the cards that belong together into two groups on their desk.

 *What are the words in the group you made for Things in a House? (rug, mat, cot)
What are the words in the group you made for Things We Can Do? (hug, pat, nod)*

 *Can you think of some other words that might fit into these groups?*

Talk with students about other words that fit into these categories. You do not need to write these words out for students as they may not be CVC words.

Wrap-up


Check students' understanding. Point to two words from each group and have students tell why those words belong together.

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: Modify the lesson by providing pictures for the words in the lesson. Tape each word to its picture and have students read it.


 *Does this belong in a house?*
Does this name something we can do?

Use students' responses to clarify any confusion and guide them in grouping the labeled pictures.

Option 2: Substitute a lesson using pictures and word cards for the words **mug, cup, cat, and dog**.

Display one picture at a time and have students match the picture to the correct word card.

Reread all four words together.

 *Which words name things to drink out of?*
(mug, cup)

Which words name pets? (cat, dog)

Have students put the words into two groups and tell why each pair belongs together.

FOR STUDENTS READY TO MOVE ON

Expand on the lesson by displaying words in a category. Have students read each word and name the category. Encourage them to tell why each word belongs in that group. Then, display two more words for students to read. Have them choose the word that belongs in the group. For example:

- Words to read: *leg, hip, lap*. Name of category: *Parts of the Body*. Two more choices: *rib, cap*.

- Words to read: *van, jet, cab*. Name of category: *Ways to Travel*. Two more choices: *win, bus*.

- Words to read: *cat, dog, pig*. Name of category: *Animals*. Two more choices: *rat, jam*

Have students think about the characteristics of each item to see if they can come up with more specific groups or categories (e.g., Cats and dogs are both animals that you can have as a pet; A van and a cab are both ways to travel on the ground).

FOR STUDENTS READY TO MOVE ON

- Preview the vocabulary used in this lesson to provide meaning and context for students as they sort the words into categories. Photographs, illustrations, and objects are especially helpful in making vocabulary concrete.
- Ask open-ended questions to facilitate collaborative discussions in which students build on each other's ideas. After posing a question, provide time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

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

These words belong together because...

___ belongs in this category because...

Another word that belongs in this group is...

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®**.



hop

nod

bed

cot

jog

pat

run

mat

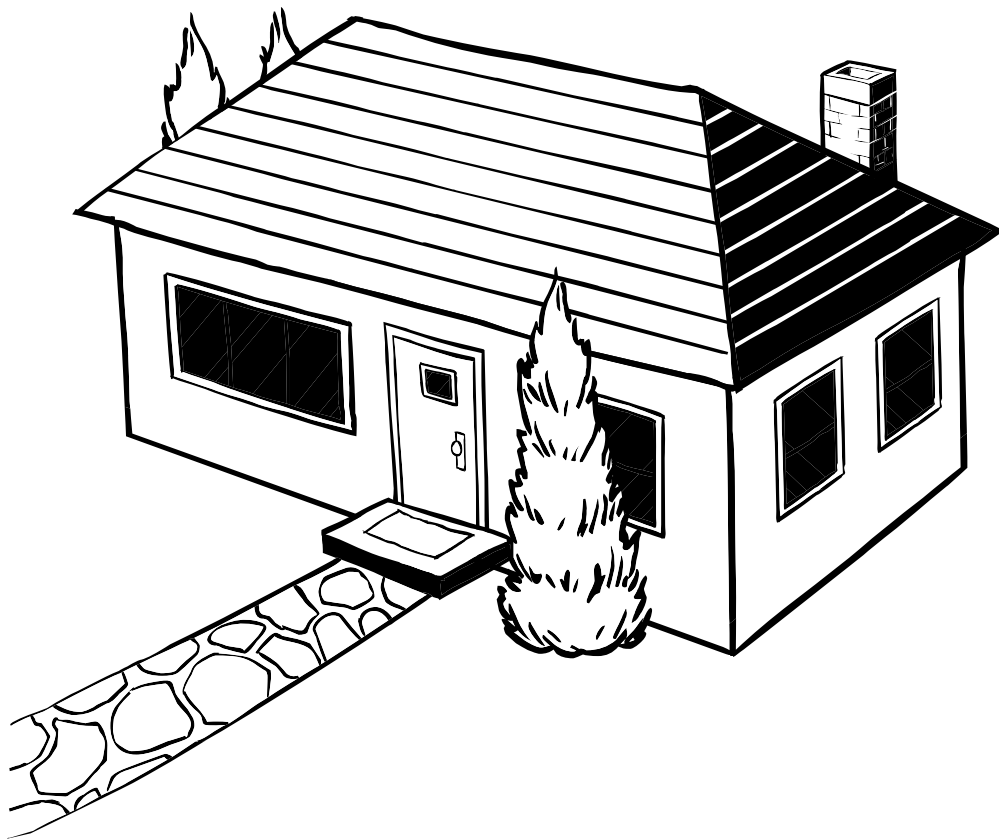
tub



rug

pan

hug





Description

This lesson is designed to help students read two- and three-word phrases and identify matching pictures. As students build decoding skills using Consonant-Vowel-Consonant (CVC) words, they learn to associate phrases with their meanings.

TEACHER TIPS

The following steps take students from reading two-word phrases using **the** or **a** and a noun, to three-word phrases made of **the** or **a**, an adjective, and a noun. Depending on your students' needs, you can focus just on two-word phrases or move ahead to longer phrases that incorporate prepositional phrases with **in** or **on**, as in these patterns: **the _ in a _**; **a _ on the _**.


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

PREPARATION/MATERIALS

- Copies of the 3 pictures and 7 phrases at the end of the lesson

Direct Instruction

Display the pictures of the pan and fox along with the phrase **a pan**.

 *When I read groups of words, or phrases, I think about what the words mean when they are together.*

Run your finger under the words **a pan** as you read the words out loud.

 *When I read the words **a pan**, I picture something you cook with.*

Point to the picture of the pan.

 *This picture goes with the words **a pan**.*

Guided Practice

Repeat the procedure in Direct Instruction using the pictures of the fox and cup along with the phrase **the fox**.

Have students read the phrase as you point to each word.

 *Yes, this phrase says **the fox**. What does that mean? (discuss what a fox is — an animal, etc.)*

 *Now, point to the picture that goes with this phrase.*

Using the phrases at the end of the lesson, continue with this procedure until students respond without prompting. Find pictures to show with these phrases, or you can create others using decodable CVC words.

 *Do you have other questions about these words that will help you understand?*

Independent Application

Give students two phrases and two pictures. Ask students to match each phrase to the correct picture independently.

Wrap-up

Check students' understanding.

Show students three phrases and one picture. Ask students to select the phrase that goes with the picture.

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Confirm that students can read the CVC words in isolation by showing them one word at a time.

Option 2: Confirm that the words being used are in the students' listening vocabulary by giving them a word and talking together to determine the meaning.

FOR STUDENTS READY TO MOVE ON

Option 1: Help students create their own three-word phrases using an article, an adjective, and a noun. Print each of the following words on sticky notes and arrange the sticky notes in three columns like this:

<i>the</i>	<i>big</i>	<i>cub</i>
<i>a</i>	<i>red</i>	<i>dog</i>
	<i>tan</i>	<i>hat</i>
	<i>wet</i>	<i>pen</i>
	<i>hot</i>	<i>sun</i>

Take turns with students selecting one word from each column to build a new phrase to read aloud. Talk with students about the picture suggested by each phrase.

Option 2: Expand on the lesson with combinations of noun phrases and prepositional phrases with **in** or **on**. Have students read each phrase and describe what they picture. If possible, provide images or objects for them to manipulate. Examples of longer phrases:

- a cup on a mat
- a hat on a pig
- a pin on the hat
- the dog in the tub
- a bug in a net

As an extra challenge, display this phrase and have students read it and draw a matching picture: **a fat dog in the brown mud**

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Encourage students to explain their thinking and build on each other's ideas.
- After posing a question, allow time for reflection before discussing answers.

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

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



1. a pan

2. the fox

3. the cup

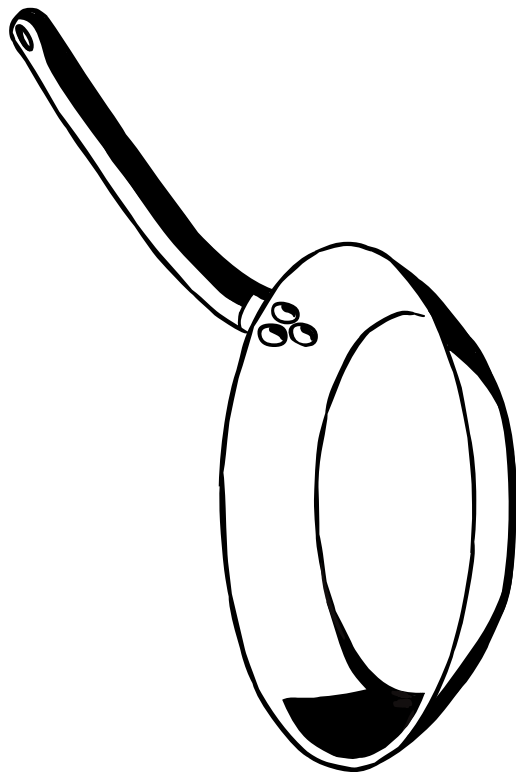
4. a big van



5. the wet mop

6. a tan pup

7. a red hat





Description

This lesson is designed to help students attend to the sequence of sounds within a word and spell the word. By mapping each consonant sound and vowel sound to its letter, students strengthen their understanding of the connections between letter and sound sequences and build the associations necessary for decoding and spelling.

TEACHER TIPS

You can use the Warm-up exercise to determine if students are having difficulty segmenting and blending consonant-vowel-consonant (CVC) words. If so, see the Lexia Lessons for *Segmenting Sounds* and *Blending Sounds* (Level 3).


The following steps show a letter-sound mapping lesson in which students work with CVC words. Based on individual student needs, you can modify this lesson script to include words with initial or final consonant blends. See the list of words with blends at the end of this lesson.

PREPARATION/MATERIALS


- Letter tiles (for students)
- A copy of the 5 pictures at the end of the lesson (for display)

Warm-up

Use a phonemic awareness activity to review segmenting phonemes. Draw three boxes in a row.


 *Listen as I say a word: **hot**. I hear three sounds in **hot**: /h/ /ō/ /t/.*

Tap each box in sequence as you say the sounds.


 *What are the three sounds in **hot**? (/h/ /o/ /t/)*

Have students take turns tapping the three boxes in sequence as they say each sound they hear in these words: **hat** /h/ /ă/ /t/; **fib** /f/ /ī/ /b/; **cup** /k/ /ŭ/ /p/; **get** /g/ /ĕ/ /t/.

Direct Instruction

 *We are going to listen for the sounds in a word and decide what letter makes each sound.*

Display the picture of the **net**.

 *This is a net. What is the word? (**net**) Listen to me say the word sound by sound: /n/ /ĕ/ /t/. The first sound is /n/. I know the letter that makes that sound: **n**.*


Write the letter **n** on the first blank.

 *The next sound in **net** is /ĕ/. That's the short sound for the vowel letter **e**.*

Write the letter **e** and sound-blend /n/ /ĕ/.

 *The last sound in **net** is /t/. What letter makes the sound /t/? (t)*

Write the letter **t** and sound-blend /n/ /ĕ/ /t/.

 *Let's read the word together: **net**. When I want to spell a word, I say it sound by sound. I decide which letter makes each sound from the beginning to the end of the word.*

Guided Practice

Give students three letter tiles to spell a target word. Words to spell: **hit, cut, rib, sat, leg, mop**. Have them mix up the letter tiles and then listen as you say a word and use the word in a phrase or sentence. Have students repeat the word, listen for each sound in the word and choose the letter tile that matches that sound. Take turns showing the letter tiles in the correct order to spell the word.

When students have mastered the first task, give them four letter tiles at a time—three that spell a target word and an extra consonant letter. Words to spell: **mud, pot, lap, sit, yes**. Again, have students mix up the letter tiles and then place them in sequence to show the spelling of each word they hear.

Independent Application

Display the pictures of the **bat, web, log, and cup**. Name each one with students. For each word, provide the three letter tiles that spell the word, plus one extra consonant letter. Have students choose from the four tiles to spell the name of each picture. Review students' letter-tile spellings. Together, make any corrections by sound-blending the word. Then have students refer to their letter tiles as they write the letters of each word below the picture.

Wrap-up

Check students' understanding.

 *How do we spell a CVC word? (listen for each sound in the word and match that sound with the letter; spell the word going from the beginning sound to the ending sound)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Have students add either the initial or final consonant to a CVC word that they hear. Provide three letter tiles for them to choose from. For example, say the word *jet*, display **et**, and have students choose from **w, j, s**. As they master this task, provide just one letter (beginning or ending consonant) and have students spell the word using letter tiles.

Option 2: Encourage students to make a gesture, such as tapping the desktop, for each sound that they hear. As they say each sound in a word, they should choose the letter tile that spells the sound and put it under the token. The students can then copy the word, saying each sound as they write the letter.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand on the lesson using three letter tiles that can spell two different words: **pal, lap; net, ten; tab, bat; tap, pat; top, pot; tip, pit; but, tub**. Take turns setting down the letter tiles in each of the two CVC arrangements, reading the word, and telling or showing meaning.

Option 2: Expand on the lesson using words of four letters that begin or end with consonant blends. Model saying a word and listening for the "two consonant sounds that blend together." Choose from the list of words at the end of this lesson. Provide four letter tiles for each word for students to mix up and then show in correct sequence.

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®**.

Consonant Blends

Words with Initial Consonant Blends

blob	skin
clam	skip
club	slip
crab	snap
drag	snug
drop	spin
drum	spot
flag	stop
flip	swam
frog	swim
glad	trap
grab	trim
plan	trip
plum	trot

Words with Final Consonant Blends

band	link
bank	list
bend	mask
bent	melt
best	milk
bump	mint
camp	must
desk	nest
dump	pest
dust	pink
fact	pond
fast	pump
felt	raft
fist	rest
gift	rink
golf	send
gulp	sent
hunt	sink
jump	tank
junk	test
just	vest
lamp	west
lift	wind



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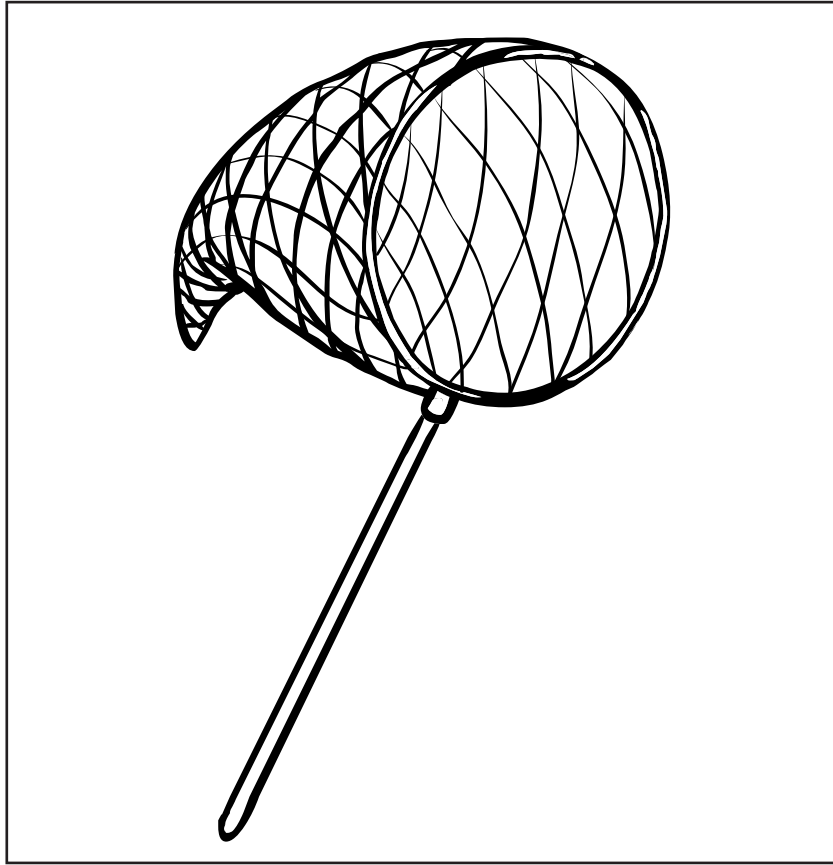
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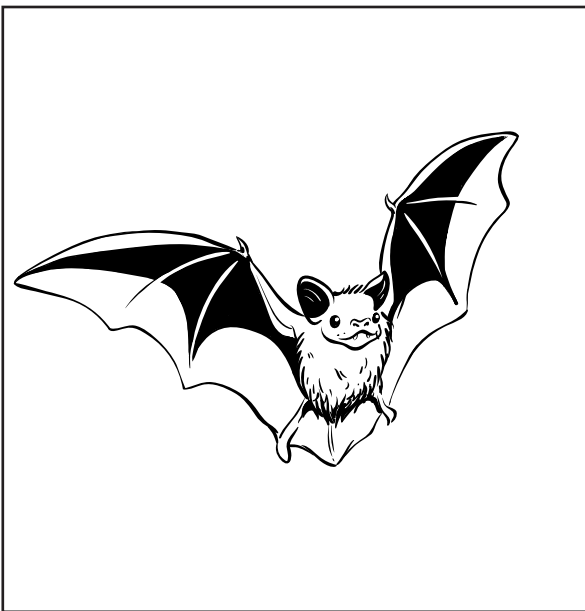
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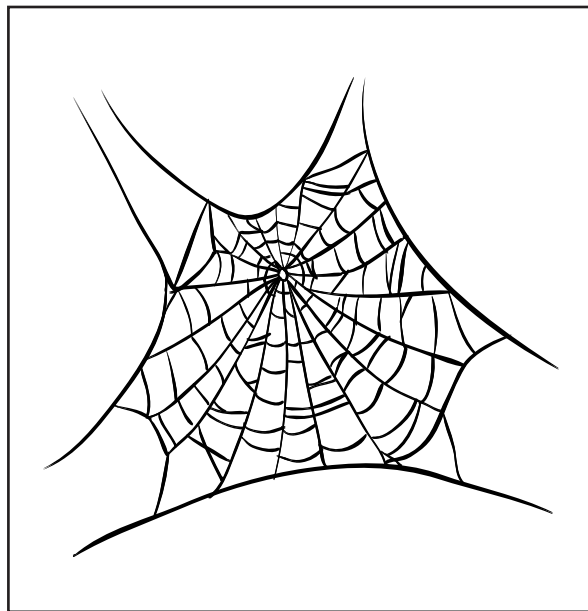
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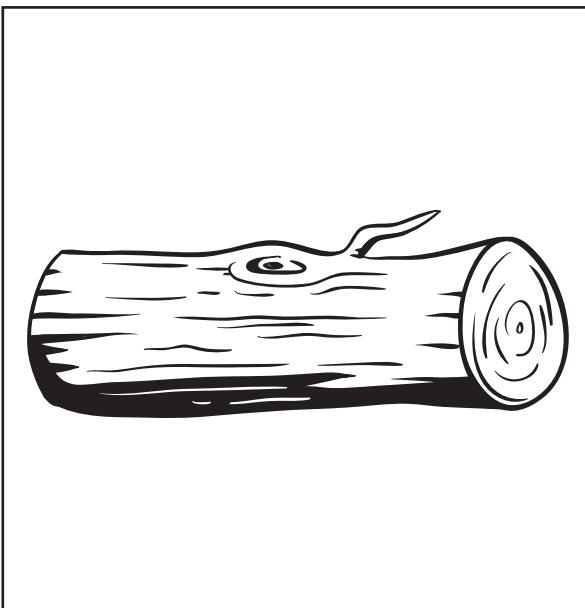
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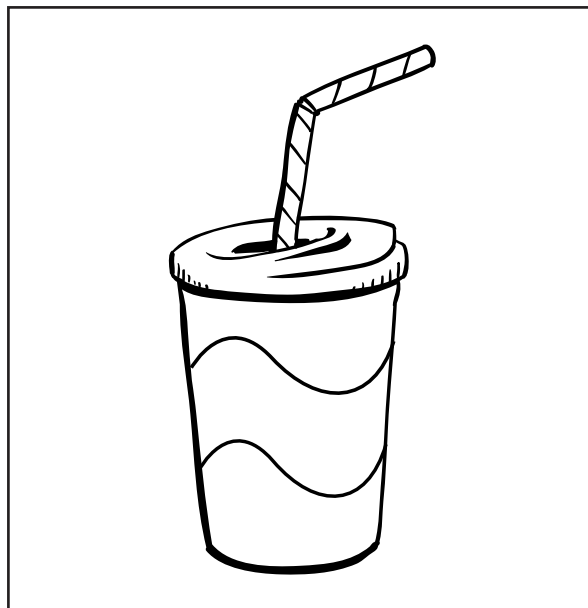
z













Description

This lesson is designed to help students distinguish the short vowel sound from the long vowel sound in the medial position of a word. Students are introduced to the mark over the vowel letter that designates a short sound (˘) and the mark over the vowel letter that designates a long sound (ˉ). Learning to discriminate short and long medial vowels is particularly useful when learning to apply rules for spelling.

TEACHER TIPS

When you segment 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.


In this lesson, students listen for and say the short and long sounds for the vowel letter **e**. Use the same steps to contrast the short and long vowel sounds for **a**, **i**, **o**, and **u** with the lists of words at the end of this lesson.

PREPARATION/MATERIALS


- A copy of the 14 pictures at the end of the lesson (for display)

Direct Instruction

Display **ě** and **ē** on two cards.


-  *The vowel letter **e** sometimes has the short sound /ě/. This curved line over the letter means say the short sound. It is called a **breve**. This straight line over the letter means say the long sound. The long sound for **e** is the same as the letter name, /ē/. This line is called a **macron**.*

Display the picture of a **bed**.

-  *This is a **bed**. When I say the word **bed**, I hear the vowel sound /ě/ in the middle: /b/ /**ěee**/ /d/. That's the short vowel sound for **e**.*

Point to the short-vowel card and repeat /ě/.

Display the picture of a **bead**.

-  *This is a **bead**. When I say the word **bead**, I hear the vowel sound /ē/ in the middle: /b/ /**ēee**/ /d/. That's the long vowel sound for **e**.*

Point to the long-vowel card and repeat /ē/.

Repeat each word, **bed** and **bead**. Have students point to the correct card and say the vowel sound.

-  *When I hear a word, I can decide whether the vowel sound is short or long.*

Guided Practice

Start by having students listen to pairs of words that differ only in their short and long vowel sounds. Say both words. Have students repeat one word at a time. Together, say the word's vowel sound. Take turns pointing to the short vowel card **ĕ** or the long vowel card **ē** to identify the sound.

Word pairs: **net/neat, red/read, fed/feed, men/mean**


Then, display the six pictures of **net, wheel, feet, pen, teeth, jet**. Name each picture with students. Take turns repeating the name, saying the vowel sound, and placing the picture under the short vowel card **ĕ** or the long vowel card **ē**.

Independent Application

Display the six pictures of **jeep, ten, web, seal, hen, cheese**. Name each picture with students. Have students place each picture under the short vowel card **ĕ** or the long vowel card **ē**. After the pictures are sorted, ask students to name each picture and the vowel sound in it, /ĕ/ or /ē/.

Wrap-up

Check students' understanding.

 *What is the short **e** vowel sound? (/ĕ/)* *What vowel letter says /ē/? (**e**)* *What is that vowel sound called? (long e)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Introduce the distinction between short and long vowel sounds using words that begin with a vowel sound. Review the short vowel sound. Explain that a long vowel sound is the vowel letter saying its own name.

say Listen to the short **e** sound in this name: Ed, /ĕĕ/ d. What sound is first in Ed? (/ĕ/) The sound /ĕ/ is called the short **e** sound. Now, listen to the long **e** sound in this word: eat, /ēĕ/ t. What sound is first in eat? (/ē/, long **e**).

Other words to contrast: **end/eel, etch/each, edge/eve**

If students continue to struggle, have them stretch out the vowel sound using a rubber band to enhance their discrimination.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson using words that begin and/or end with consonant blends. Have students say the vowel sound they hear and identify it as short **e** or long **e**. Words to say: **speak, nest, fresh, treat, dress, beast, creep, spend, slept**

Option 2: Play a game in which you say a word with a short vowel sound and students substitute the long vowel sound to make a new word. Words to use for short **e**/long **e**: **net/neat, bed/bead, fed/feed, men/mean, ten/teen, set/seat, red/read, Ben/bean, Ned/need, well/wheel, speck/speak**

Suggested pairs of words for the other vowels can be found at the end of the lesson.

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.®

Contrasting Short and Long Vowel Sounds

Short a Long a

at	ate
ad	aid
am	aim
can	cane
cap	cape
hat	hate
mad	made
pal	pail
pan	pane
ran	rain
shack	shake
tap	tape
bag	wait
dad	wade
fan	lake
sat	chain

Short e Long e

etch	each
bed	bead
fed	feed
men	mean
net	neat
red	read
sell	seal
set	seat
ten	teen
web	jeep
den	cheese
wet	wheel
pen	teeth
yet	sheep

Short i Long i

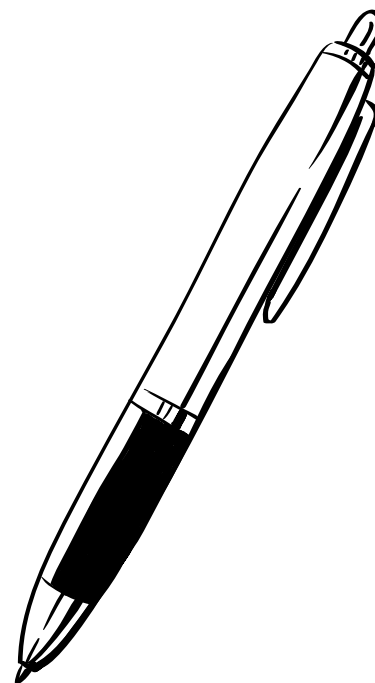
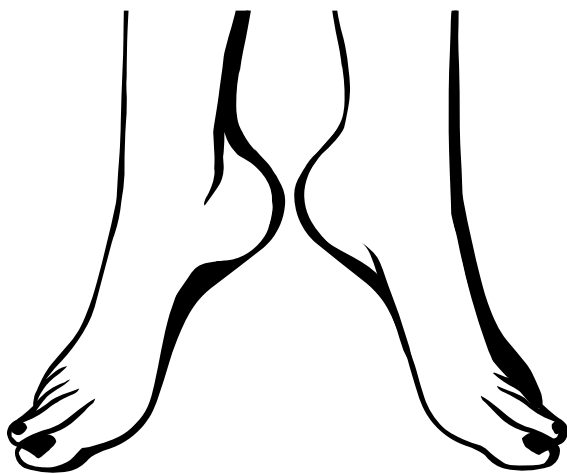
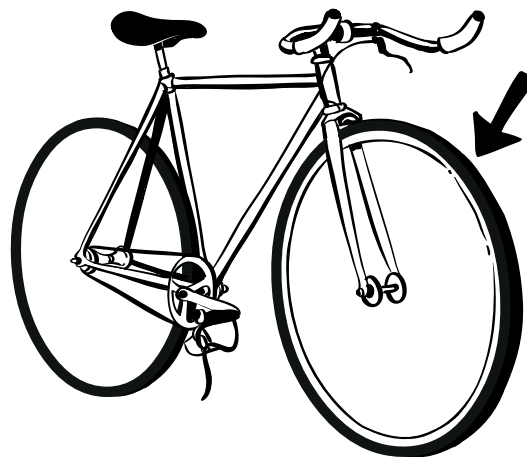
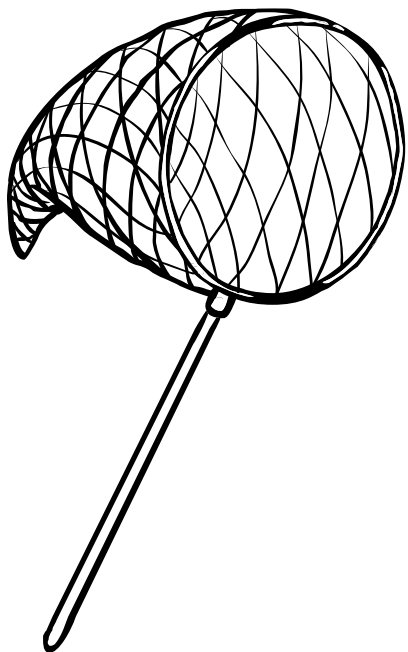
ill	aisle
bit	bite
fin	fine
hid	hide
kit	kite
lit	light
mill	mile
pin	pine
rip	ripe
sit	sight
tip	type
lick	shine
lip	time
mix	knife
pig	dive

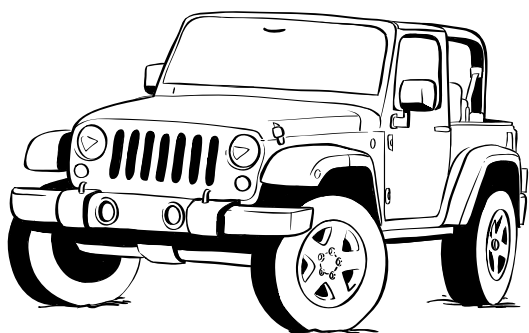
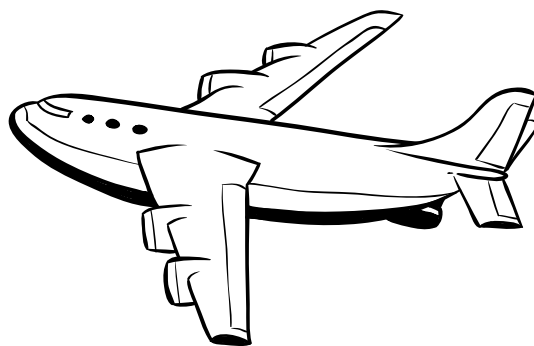
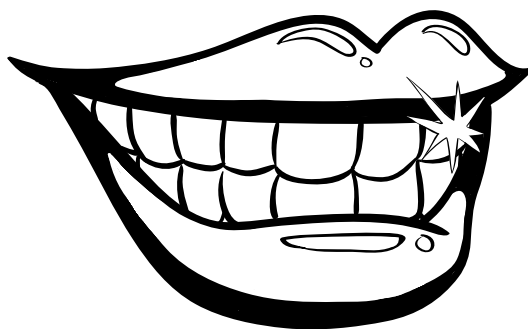
Short o Long o

on	own
cot	coat
got	goat
hop	hope
mop	mope
not	note
rob	robe
sock	soak
box	vote
hog	phone
hot	home
shop	boat
lock	soap
chop	bone
fog	folk
sob	zone

Short u Long u

us	use
cub	cube
cut	cute
duck	duke
nut	newt
tub	tube
fuss	fume
pup	mule
rug	huge
hum	tune
shut	news
puff	food
buzz	moose
mud	choose
rush	soup
gull	soon





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