

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

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Level	Activity	Lexia Lesson	# of pages
Core5 L8, Core5 L10	Two Syllable Words, Multi-Syllable Words	Closed Syllables, Lesson 1	4
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Description

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

TEACHER TIPS

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


PREPARATION/MATERIALS

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


Direct Instruction

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


Clap your hands as you say each syllable.

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


Clap your hands as you say each syllable.

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

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

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

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

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

Guided Practice

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

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

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

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

Independent Application

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

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

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

Wrap-up

Check students' understanding.

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

- Say the word and have students repeat it.

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

FOR STUDENTS READY TO MOVE ON

Option 1: Play a word-completion game.

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

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

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

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

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

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

Description

This lesson is designed to 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.

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 **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.

say 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.

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


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

say 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.

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


Guided Practice

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

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

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

Display the picture of an **alligator**.

 *This is an **alligator**.*

Discuss the meaning.


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


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


Independent Application

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


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

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

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

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

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

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

Wrap-up


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

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

Adaptations


FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card.

 What picture is on your card? (apple)

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

What letter makes the sound /ă/? (a)


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

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

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

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

Suggested Words:

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

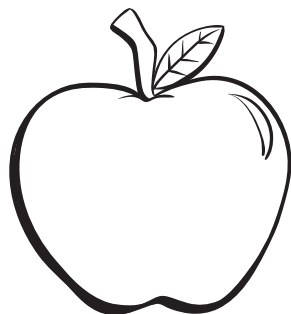
Short **a** and short **o**: **octopus, apple, olive, ox, ax, album, actor, ant, opposite, answer, on, an**

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

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

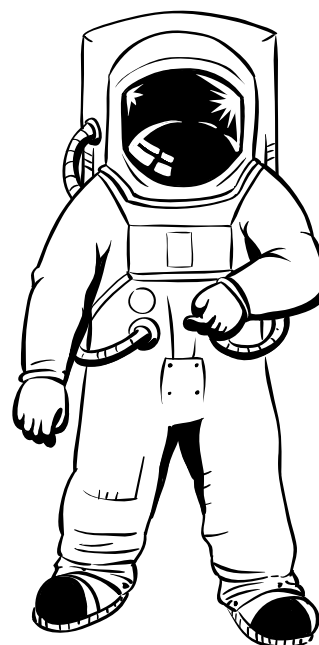
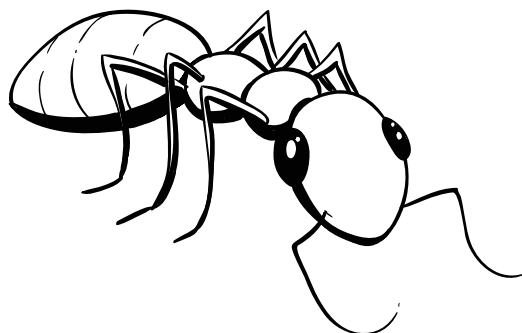
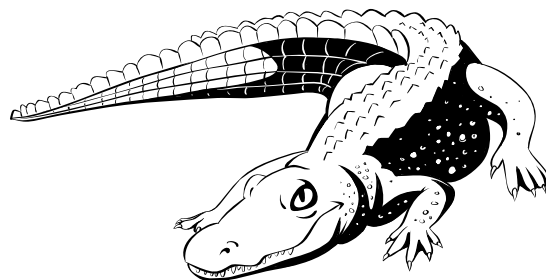
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

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



a

apple





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Description

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

TEACHER TIPS


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

PREPARATION/MATERIALS


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

Direct Instruction


Display the alphabet chart.

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


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


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

Stretch the rubber band as you repeat the word again.

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


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

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

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


Guided Practice

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

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

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

Display the picture of an **insect**.

 This is an insect.


Discuss the meaning.


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

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


Independent Application


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


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

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

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

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

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

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

Wrap-up


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

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

Adaptations


FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card.

 What picture is on your card? (igloo)

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

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


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

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

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

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

Suggested words:

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

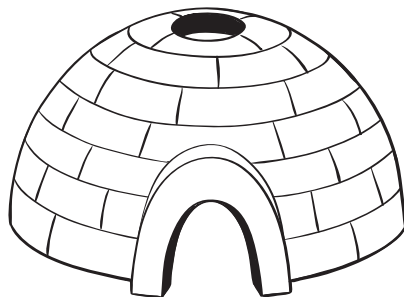
Short **o** and short **i**: **igloo, octopus, inchworm, odd, if, iguana, is, olive, indoors, imagine, October**

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

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

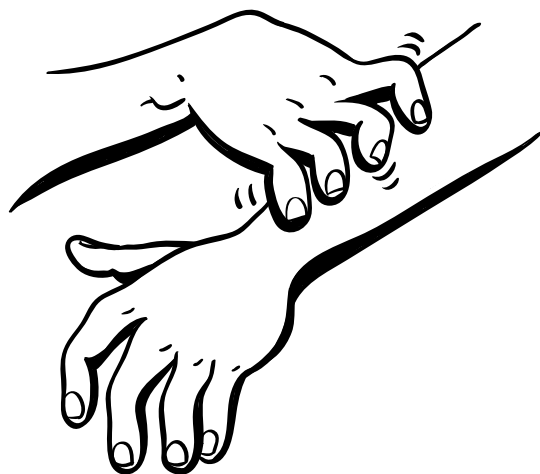
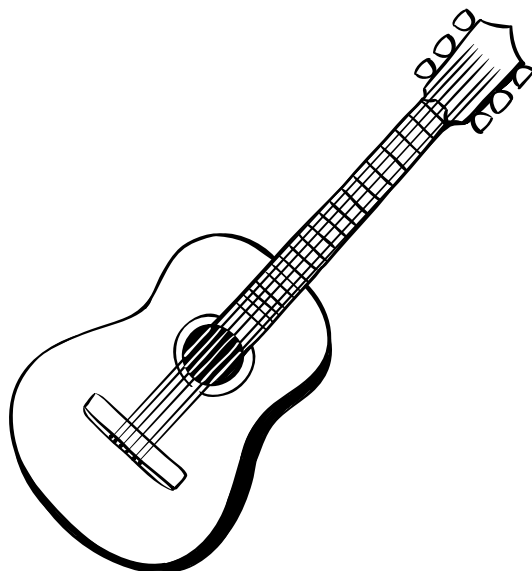
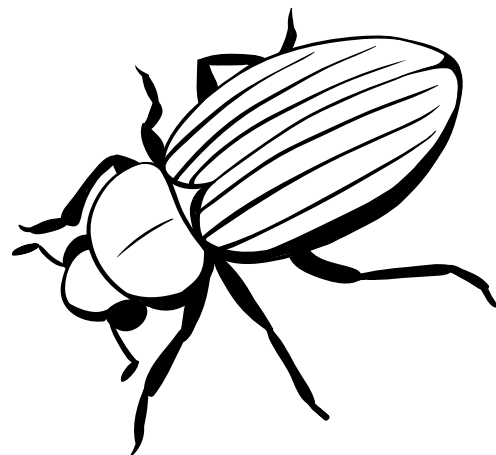
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

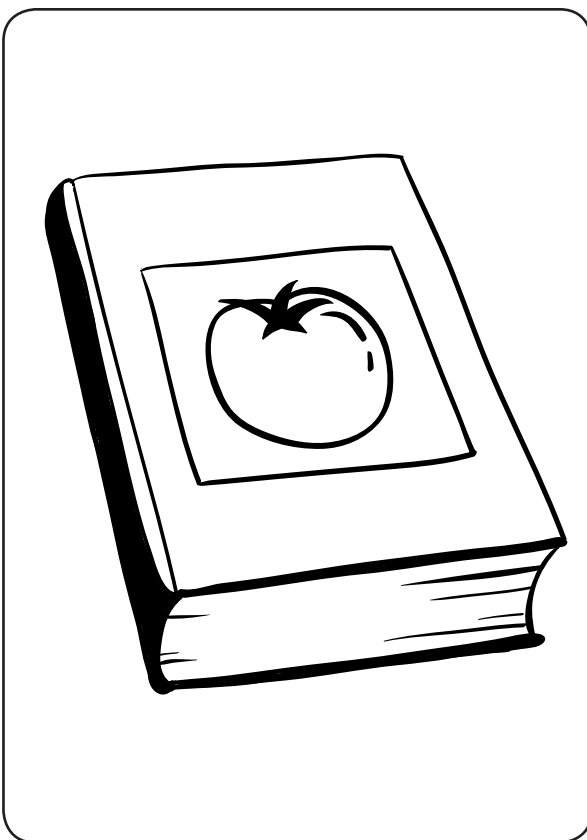
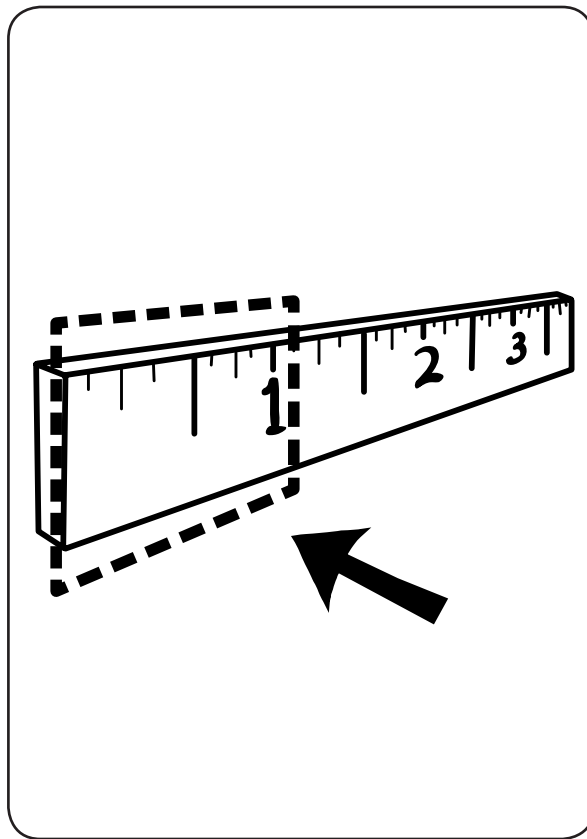
For further practice with these skills, provide students with **Lexia Skill Builders®**.



i

igloo







Description

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

TEACHER TIPS

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

PREPARATION/MATERIALS

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

Direct Instruction

Display the alphabet chart.

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

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

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

Stretch the rubber band as you repeat the word again.

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


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


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

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


Guided Practice

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


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

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

Display the picture of an **otter**.

 *This is an otter.*

Discuss the meaning.


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


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

Independent Application

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

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

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

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

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

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

Wrap-up


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


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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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


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

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

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

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

Suggested words:

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

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

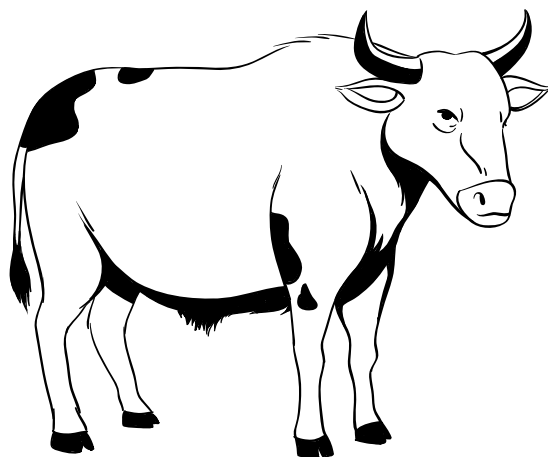
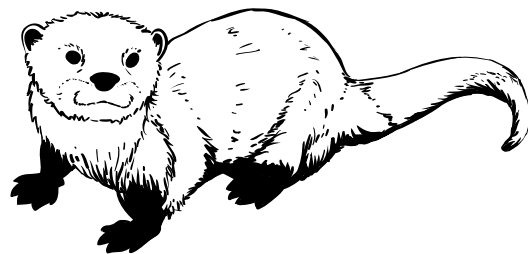
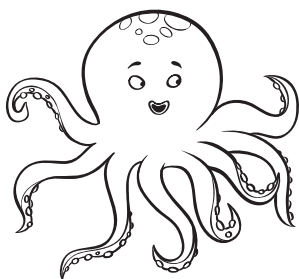
Short **u** and short **o**: **umbrella, octopus, under, on, ox, us, otter, upward, ostrich, ugly, operate, October**

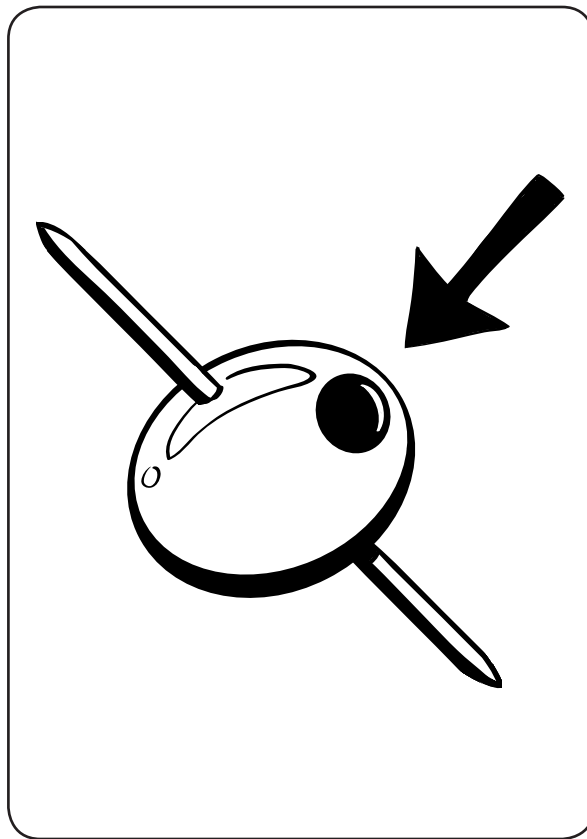
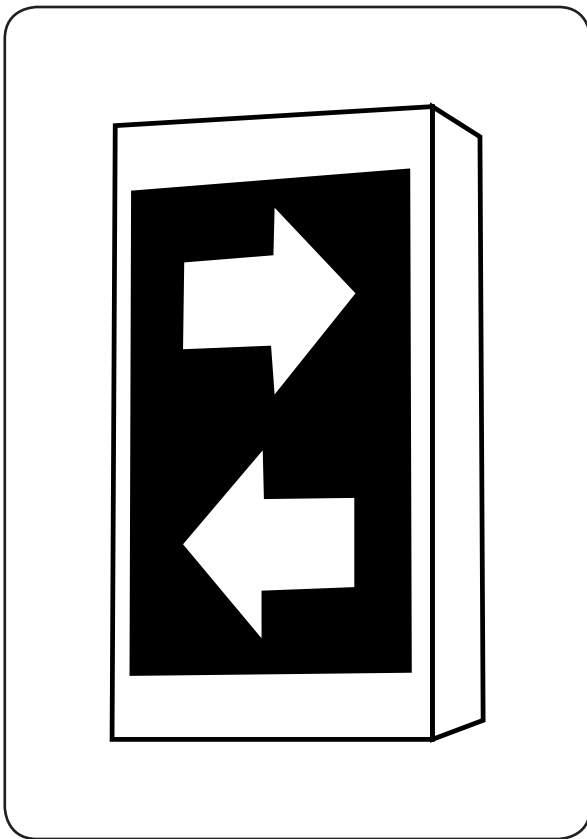
Short **e** and short **o**: **elephant, octopus, egg, ending, onto, olive, ever, oddly, elementary, oxygen, opposite**

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



O





Description

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

TEACHER TIPS


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

PREPARATION/MATERIALS

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

Direct Instruction

Display the alphabet chart.

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


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


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

Stretch the rubber band as you repeat the word again.

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

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

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

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


Guided Practice

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


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

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

Display the picture of an **umpire**.

 *This is an umpire.*

Discuss the meaning.


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

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


Independent Application


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

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

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

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

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

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

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

Wrap-up


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


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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card.

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


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

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

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

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

Suggested words:

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

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

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

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

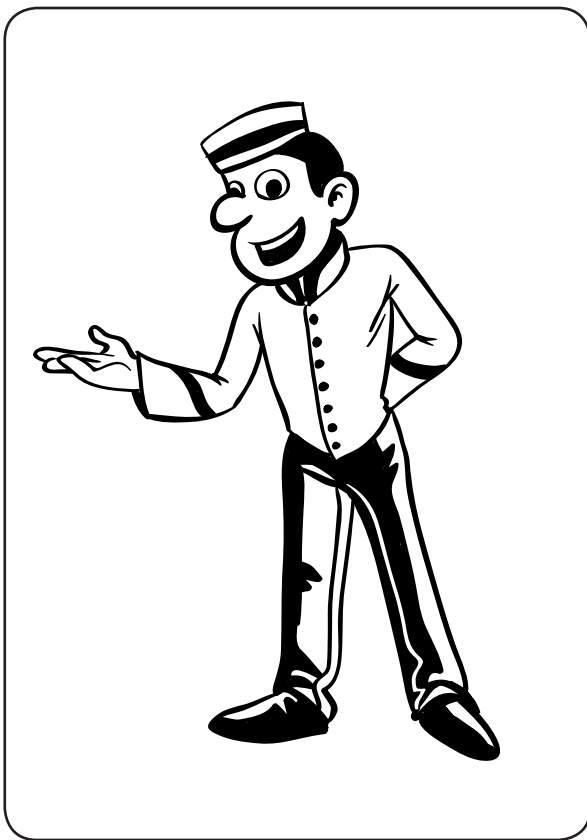
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

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



u







Description

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

TEACHER TIPS

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

PREPARATION/MATERIALS

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

Direct Instruction

Display the alphabet chart.

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

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

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

Stretch the rubber band as you repeat the word again.

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


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

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

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


Guided Practice

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

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

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

Display the picture of an **exit**.

 *This is an exit.*


Discuss the meaning.

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


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


Independent Application


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

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

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

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

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

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

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

Wrap-up


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

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

Adaptations


FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card

 What picture is on your card? (elephant)

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

What letter makes the sound /ě/? (e)


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

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

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

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

Suggested words:

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

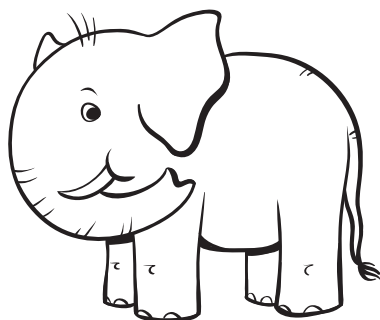
Short **o** and short **e**: **octopus, elephant, olive, enter, education, October, everyone, oxen, extra, on, end, escalator**

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

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

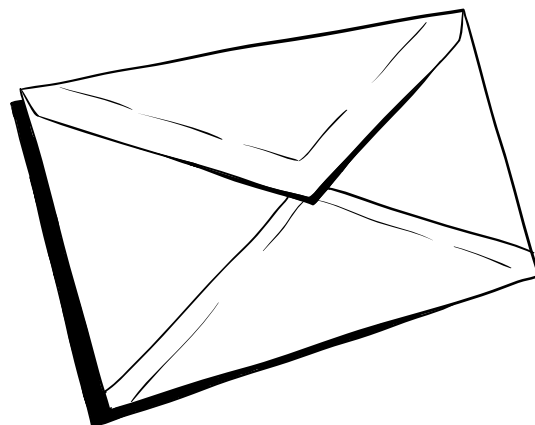
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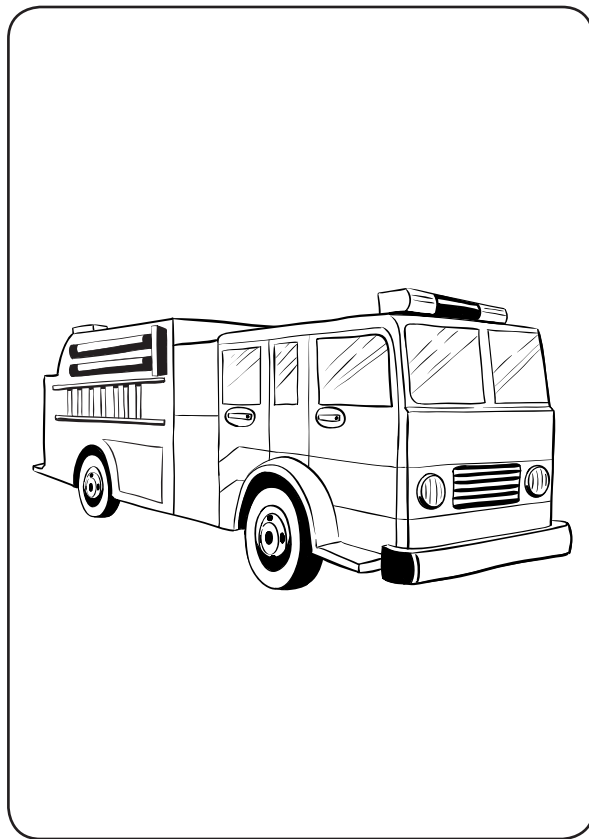
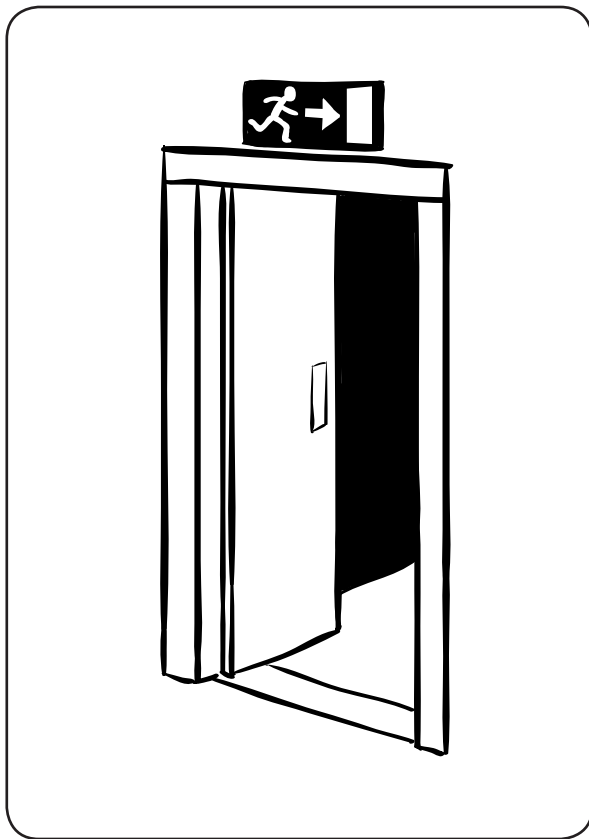
For further practice with these skills, provide students with **Lexia Skill Builders®**.



e

elephant







Description

This lesson is designed to develop students' ability to use context to understand connected text. As students identify the correct word to complete each sentence in a three-sentence passage, they develop comprehension skills through the use of context clues.

TEACHER TIPS

When you read an incomplete sentence to students, refer to the missing word by pointing to the blank and saying "blank." When you read a completed passage to students:

- Point to each word as you read it.
- Read expressively, to model fluency.
- Slightly stress the filled-in word.

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

PREPARATION/MATERIALS

- Copies of the 3 illustrated stories at the end of the lesson (for display and for students)

Direct Instruction

say Today we're going to read some sentences with missing words. We're going to find the missing word that goes in each sentence. Then, we'll put the sentences together to make a paragraph.

When we are trying to find the missing word, there are four steps we can follow.

Display the following four steps shown below. Read and explain each step.

Step 1: Read the sentence carefully.

Step 2: Try each word in the blank.

Step 3: Choose the word that makes sense in the sentence.

Step 4: Check the picture to make sure your sentence matches what you see.

Display the picture of the bus. Cover all three sentences.

say What do I see in this picture? I see a boy. The boy is riding a bus. What else do I notice? He is standing up and holding a bag.


Move the paper to uncover only the first sentence. Point to the blank.


The last word in this sentence is missing.

Point to each part of the sentence as you read.

 *The sentence says, **Kim got on a blank**.*


Uncover the two answer choices below the sentence. Point to each choice as you read it.

 *One of these two words goes in the blank: **red** or **bus**. Now I have to figure out which of these words should come at the end of the sentence. First I'll read the sentence again: **Kim got on a . . . blank**. Now I'll try each word in the sentence.*


 *Kim got on a **red**. That doesn't make any sense. You can't get on a red. Red is not a thing. I'll try the other word.*

 *Kim got on a **bus**. Yes, that makes sense. You can get on a bus.*

Write the word **bus** in the sentence.

 *Now I'll look at the picture just to be sure that the word **bus** fits with the picture. Yes! Kim is on a bus. The word **bus** fits. Read the sentence with me: **Kim got on a bus**.*


Review the four-step strategy for students before moving on.

 *First, read the sentence so you know what it's about. Next, try each word in the blank. Then, choose the word that makes sense. Last of all, check the picture to make sure the sentence you made matches what you see.*

Use this strategy for the other two sentences and accompanying word choices. Be sure to have only one sentence and its answer choices uncovered at a time.


Guided Practice

Display the picture of the log. Cover all three sentences.


 *say What do you see in the picture?*

If students miss a key detail, prompt them to look for it (i.e., a bug hops, it has hopped in the mud, and now it has hopped on a log).

Then, uncover the first sentence and two answer choices.

 *Let's read the sentence together.*

Point to each word.

 ***A bug can . . . blank**. Let's try the first word: A bug can **men**. Does that make sense? (no) Let's try the other word: A bug can **hop**. Does that make sense? (yes)*

 *Does this sentence fit with the picture? (yes)*

 *How can you tell? (Students may point to the hopping lines or say that the bug is hopping.)*

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

Fill in the word **hop**. Read the completed sentence together. Then, use the same strategy for the other two sentences.

Independent Application

Have students work in pairs. Display the picture of the cub in the bathtub. Cover all three sentences.


Ask students to discuss what they see in the picture with one another. Then, uncover the sentences and ask students to work with their partners to use the four-step strategy for finding the missing words in each sentence.

When students have finished all three sentences, work as a group to write the correct words in each blank.

Finally, ask students to read the story aloud together.

Wrap-up

Check students' understanding. Display the picture of the bus with all of the sentences uncovered. Point to the first sentence and the two answer choices.

 *What should you do to pick the word that fits in the sentence? (Students should mention reading the whole sentence to see what it's about, trying each word in the sentence to see which one makes sense, and checking to see if their completed sentence fits with the picture.)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Using either the passages in the lesson or passages that you create:

- Work on a single sentence at a time.
- Pick a second word choice that is not at all similar to the correct choice.
- As you review each step of the strategy, talk students through using the picture for visual context clues.

FOR STUDENTS READY TO MOVE ON

Option 1: Use the same story pictures with more complex sentences and challenging word choices:

Kim can ____ up on the bus.
(dust, clock, stand)

A bug can ____ up on a long log.
(twin, jump, print)

The cub is ____ to splash in the tub.
(glad, drop, belt)

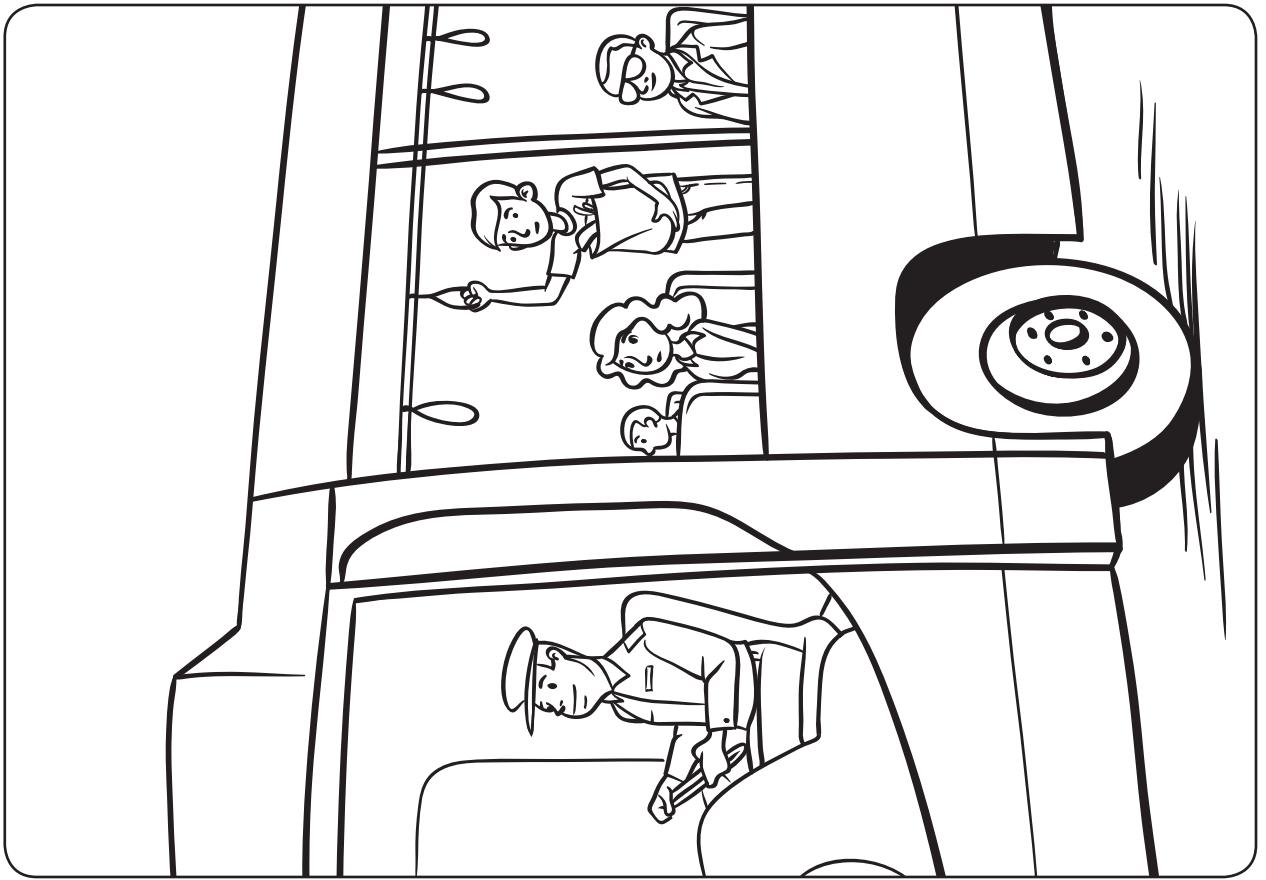
Option 2: Pick one or more pages from a familiar big book that students like. Then:

- Mask out key words in some of the sentences, one word per sentence.
- Display two or three word choices for each sentence.
- Have students choose the word that goes in the sentence and explain why they picked that word.
- After the text on a page is complete, read the page aloud together.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- After working together to select the appropriate words to fill in the blanks, have students listen as you read the completed story (all three sentences). Point to each word as you read. Then, read the story one more time with students, without pointing, to further develop fluency.
- 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.

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®**.



Kim got on a _____ .
red bus

He had a big _____ .
bag him

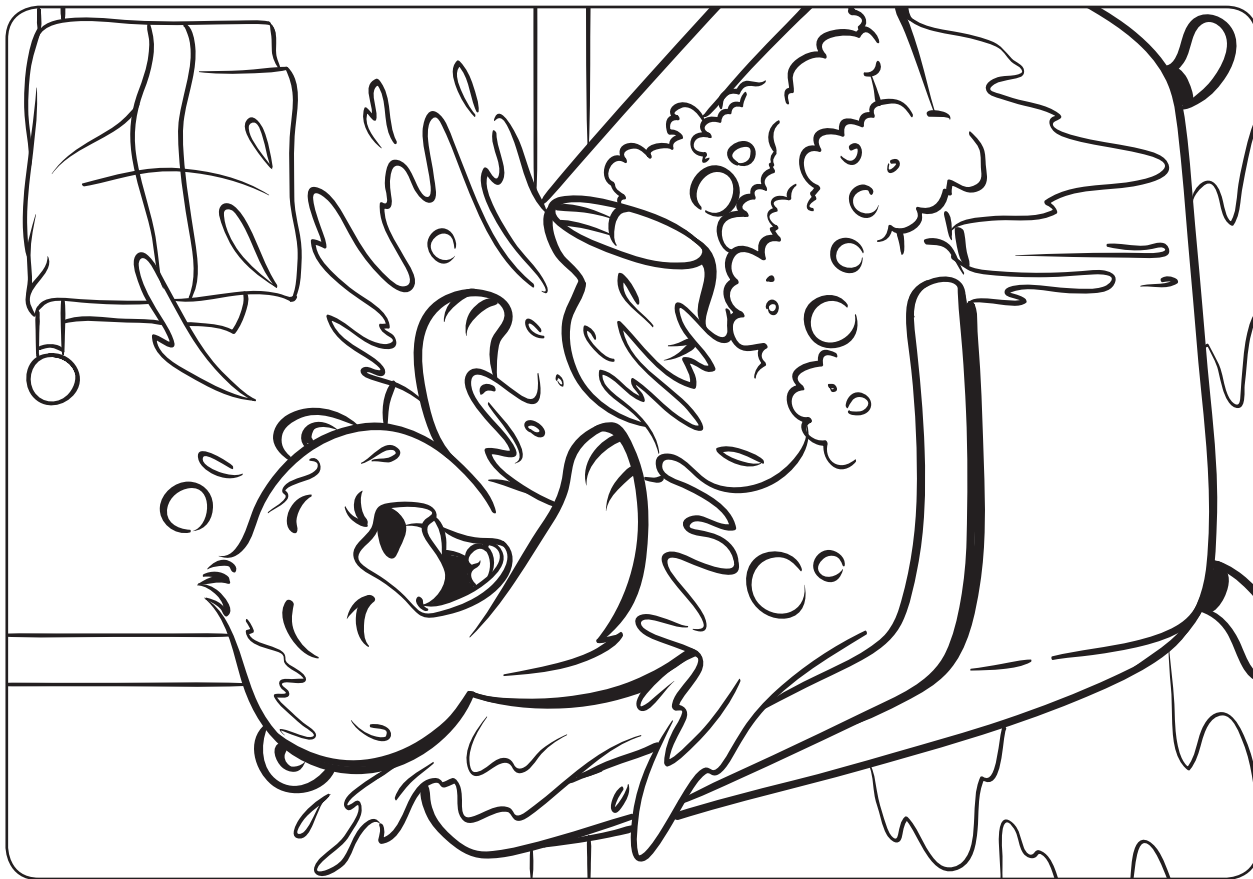
He did not _____ .
pan sit



A bug can _____.
men hop

A bug can hop in _____.
pal mud

A bug can hop on a _____.
log sit



The cub was in a _____ .
his tub got

The cub got _____ .
job wet nip

She had _____ .
fun bad met

Description

This lesson is designed to teach students the phonics rule that when a Silent **e** occurs after a single consonant at the end of a syllable, it usually makes the first vowel “say its name” (long sound), as in the word *time*. These kinds of syllables are called *Silent e syllables*. Knowledge of the Silent **e** syllable type helps students apply word-attack strategies for reading and spelling.

TEACHER TIPS

This lesson contrasts the Silent **e** syllable type (long vowel sound) with the closed syllable type (short vowel sound). When you pronounce the words, stretch out the medial vowel sound, whether it is short or long, so that students have more time to hear it. Sounds to stretch out will be shown in the lesson as repeated letters—such as *maaad* for *mad* and *maaade* for *made*.

For the letters **a**, **e**, **i**, and **o**, the long sound of the letter is also its name. Because long **u** can be pronounced /yoo/ or /oo/, it is presented later in this lesson.

PREPARATION/MATERIALS

- Copies of the word cards from the end of the lesson
- Keyword Image Cards (provided in the Core5 Resources Hub on the Support for Instruction page.)

Warm-up


Use a phonemic awareness activity to review short and long vowel sounds. Start by saying the short vowel sound for a letter and having students name the letter: /a/ (letter **a**); /i/ (letter **i**); /o/ (letter **o**); /e/ (letter **e**); /u/ (letter **u**). If students need support, use the Keyword Image Card for each short vowel.

Then, point to vowels on an alphabet chart and have students give the long vowel sound. Remind students that the long vowel sound is the same as the letter name (/ā/, /ē/, /ī/, /ō/, /ū/).


 *I’m going to say the names of some people. After you hear each name, repeat the vowel sound you hear, and we’ll decide together if it’s the long sound or the short sound.*

Names to use: Gabe, Lin, Rod, Luke, Eve, Buzz, Jen, Cole, Jan, Mike.

Direct Instruction

 *Today we are going to learn about Silent **e** at the end of a word.*

Display the word card **mad**.

 *The letters m-a-d spell the word mad. The middle sound in mad is /ă/, the short sound for a. Listen: maaad. Say the word with me: maaad.*


Display the Silent **e** letter card.

 *I’m going to add this **e** to the end of mad to make a new word.*


Add **e** to the end to make **made**.

This word is made. See what happened when I added an e to the end of mad? Now the a makes a different sound. It says its name, a. Listen: maaade. What sound do you hear in the middle of made? (/ā/) This is the long sound for a.

Point to the **e** in **made**.

 *You cannot hear the e at the end of made. You can only hear the first three letters. The e has no sound. It is silent.*

Put your index finger up to your mouth to indicate silence.


 *When you see an e at the end of the word, it makes the first vowel say its long sound. The Silent e makes the vowel say its name.*

Make an arc with your finger from the Silent **e** to the first vowel as you say the name of the vowel. Then, say the word as a whole: maaade.


Follow a similar procedure for **Kit/Kite**, **Pet/Pete**, **Tim/Time**, and **Rob/Robe**.

Guided Practice


Give each student the following word cards: **tap**, **tape**, **fin**, **fine**, **hop**, **hope**, **cut**, **cute**. Have students hold the **tap** card in one hand and the **tape** card in the other.

 *Remember, when you see a Silent e at the end of a word, the first vowel says its name. Which of these words is the word tape?*

Students should hold up the **tape** card. If students hold up the **tap** card, prompt them:

 *Listen to the word again, tape. Does a say its name in the word tape? (yes) There has to be a Silent e at the end of the word if the vowel says its name.*

Hold up the card that says **tap**.


 *Is there an e at the end of this word? (no) No, this is the word tap. This word is the word tape. Let's read both of these words together: tap, tape.*


Follow a similar procedure with the word cards for **fin/fine**, **hop/hope**, and **cut/cute**.

You may want to help students understand that long **u** can stand for two sounds:

 *The letter u says its name in the word cute. Listen: cuuute. But u can have another long sound: /oo/. Say the sound with me: /oo/.*

Display the word **rule**.

 *This word has a Silent e at the end. Let's see if the u says its name. Listen: /r/ /oo/ /l/. Does u say its name in rule? (no) What sound do you hear in the middle of ruuule? (/oo/)*

 *Long u can spell two sounds: In cute, it spells its name, /yoo/. Listen: cuuute. In rule, it spells this sound: /oo/. Listen: ruuule.*

Independent Application

Have students work independently or in pairs. Give each student or student pair the following five sets of word cards, one set at a time: (1) **tab, mad, wave, came;** (2) **wet, ten, Pete, Zeke;** (3) **dig, sit, wide, pile;** (4) **dot, hop, joke, note;** (5) **bug, gum, tube, mule.**

Have students sort each set of words into two columns by short vowel sounds and long vowel Silent **e** sounds, reminding students that Silent **e** at the end of a word makes the first vowel say its name. Once students have sorted the words, have them read the words in each column and explain why the vowel sound is long or short.


If students struggle to read the words correctly, have them make the arc with their finger from the Silent **e** to the first vowel while saying the vowel name and then the word as a whole.

Wrap-up

Check students' understanding. Display the word card **not**.

 *What is this word? (not)*

As you ask the second question, add the **e** letter card to the end of not to make note.

 *What happens if I add an e to the end of the word not? (Students may identify the new word as note; say that the e makes the first vowel say its name; or point out that the o is now long. They may also mention that the e is silent.)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Work on one vowel at a time and focus attention on associating the long vowel sound with Silent **e** at the end of the word.

Give each student a card with a Silent **e** on it. You can also use a tongue depressor with an **e** on the end of it (a wand; you can say that the Silent **e** is sometimes called a “magic **e**” because it magically makes the first vowel say its name).

Review the short and long vowel sounds. Remind students that the long vowel sound is the same as the letter name.

Tell the students to listen for a word with a long vowel sound and hold up their Silent **e** card (or their magic **e** wand) to show that the word will have a Silent **e** (or magic **e**) on the end. If the word has a short vowel sound, they should stay as still as a statue.

Stretch out the vowel sound in each word you say. Suggested words:

(for **a**) sale, same, map, make, tab, late, wave, came, at, ate

(for **i**) like, hid, ride, dig, sit, wide, mile, lip, wipe, bite

(for **o**) hole, top, box, role, bone, hot, rope, joke, fog, note

(for **e**) Pete, net, here, web, led, eke, set

(for **u**) use, up, mule, hum, cube, pure, rug, tube, cup, cute

FOR STUDENTS READY TO MOVE ON

Say a list of short vowel words, one at a time.

- Have students identify the medial short-vowel sound in the word and then identify the long sound for that vowel.
- Ask students to come up with a word that has the same consonant sounds as the short vowel word but with this long vowel sound.
- Work together to spell each word in the pair.
- Challenge students to use various pairs of words in the same oral sentence.

Possible words (with their long-vowel equivalents in parentheses): tap (tape), rip (ripe), tub (tube), plan (plane), scrap (scrape), spin (spine), slid (slide), slop (slope), glob (globe), plum (plume), shin (shine).

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

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



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Kit

pet

Tim

Rob

tap

tape

fin

fine

hop

hope



cut

cute

tab

wave

came

wet

ten

Pete

Zeke

dig

sit

wide



pile

dot

joke

note

bug

gum

tube

mule

not



Description

This lesson is designed to teach students how to read and spell words with long vowels signaled by Silent **e** at the end (e.g., **made**). Silent **e** words are contrasted with short vowel closed syllables that end in a consonant (e.g., **mad**). Knowledge of this Silent **e** syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

The following steps show a lesson in which students complete the spellings of short-vowel closed syllable words and long-vowel Silent **e** syllable words that begin with a single consonant. You may want to use the same steps with words that begin with initial consonant blends and digraphs.

PREPARATION/MATERIALS

- Prepare these word cards: **hope, ripe, Pete, mate, cube, note**
- Prepare a piece of paper with four connected boxes for placement of letter tiles
- A copy of the 4 pictures at the end of the lesson

Warm-up

Use a phonemic awareness activity to review short and long vowel sounds.

Start by saying the short vowel sound for a letter and having students name the letter: /a/ (letter **a**); /i/ (letter **i**); /o/ (letter **o**); /e/ (letter **e**); /u/ (letter **u**). If students need more support, use the Keyword Image Card for each short vowel.

Then have students give the long vowel sound for each letter you point to on the alphabet chart; remind them that the long vowel sound is the same as the letter name: (/ū/, /ō/, /ē/, /ī/, /ā/).

***say** I'm going to say the names of some people. After you hear each name, repeat the vowel sound you hear, and we'll decide together if it's the long sound or the short sound.*

Names to use: **Gabe, Lin, Rod, Luke, Eve, Buzz, Jen, Cole, Jan, Mike**

Direct Instruction

***say** Today we are going to learn how to read and spell words with Silent **e** at the end. Remember the Silent **e** makes the first vowel say its name.*

Display the word card for **hope**, covering the Silent **e**. Read the word **hop** with students, stressing the short vowel sound. (/o/) Then reveal the Silent **e** at the end.

*When we see **e** after a consonant letter at the end of a word, we don't say a sound for it because it's "Silent **e**."*

Draw an arc from the **e** to the **o**.

*Silent **e** turns a short vowel sound into a long vowel sound. What is the long o sound? (/ō/) That's right. The Silent **e** turns **hop** into **hope**!*

Continue by displaying cards with Silent **e** words, first covering the Silent **e** and then revealing it. Draw an arc from the **e** to the vowel letter before the consonant, and say the long vowel sound before sounding out the word. Prompt students to read both words aloud: **rip/ripe; Pet/Pete; mat/mate; cub/cube; not/note**.

When I want to spell a word, I listen for the vowel sound. Let's think about the word **rip**. I hear a short vowel sound so I know I don't need to add a Silent **e** at the end.

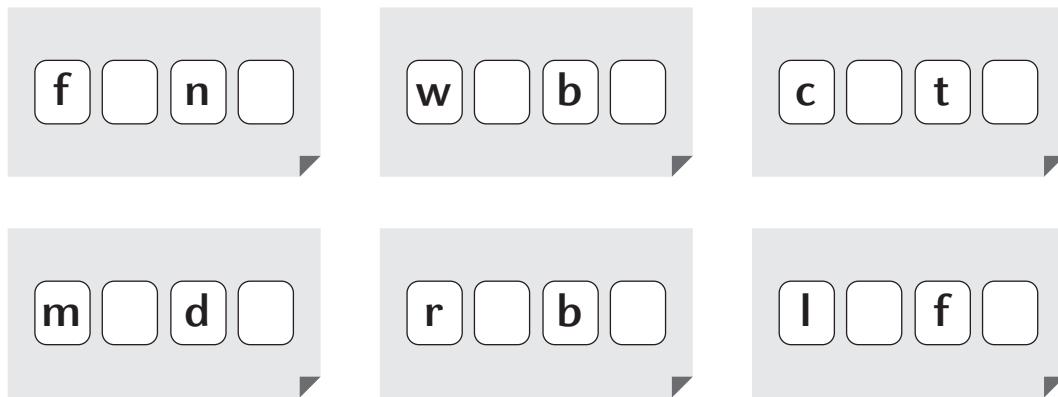
Write the word **rip** on the board, stressing the short vowel sound.

Now let's think about the word **ripe**. I hear a long vowel sound, so I know that one way to make a long vowel is to add Silent **e** at the end.

Write the word **ripe** on the board, stressing the long vowel sound and the Silent **e** at the end.

Guided Practice

Display a piece of paper with a row of four empty boxes drawn on it. Have available the consonant tiles **c, b, d, f, n, l, m, r, t**, and **w** plus the vowel letter tiles and another special tile for Silent **e**. Use consonant letter tiles to lay out one partial word at a time in the boxes. For example:



Suggested words for the above examples: **fin, fine; web; cute, cut; made, mad; rob, robe; life**.

Say one word and use it in a sentence, making sure that the students understand the meaning. Together, decide whether the word has a short or long vowel sound and what letter tile(s) belong in the empty boxes. Place the tile(s) in the boxes.

Have students spell each word aloud and then read it.

Independent Application

Have students work independently or in pairs.

Display the pictures of the **cap, cape, tub**, and **tube** one a time. Point to each picture and have the students say the picture name with you. For each picture, provide the consonant letter tiles in the word, the vowel tiles, and a special tile for Silent **e**. Have students choose from the vowel tiles to spell the name of the picture.

Review students' letter-tile spellings. Together, make any needed corrections by identifying the short or long vowel sound. Then have students refer to their letter tiles as they write the letters to spell each word.

After students have completed the activity with letter tiles, they can write the words on a separate piece of paper to dictation.

Wrap-up

Check students' understanding.

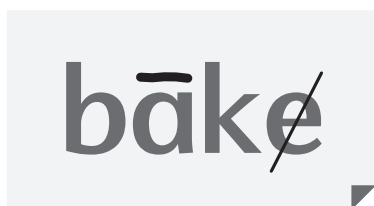
Name a short-vowel word and a long-vowel word from the lesson and have students identify the vowel sound as long or short. Have them explain why the word would or would not need a Silent **e** at the end.

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: To help students distinguish short and long vowel sounds in written words, have them mark the vowel letters. As a model, display the word **bake** with a hand-drawn macron above the **a**, and a lightly drawn diagonal crossing out the final **e**. Read the word together and discuss the markings.



Display one CVC or CVCe word at a time. For each CVC word, have students mark the short vowel with a curved line (breve). For CVCe

word, have them lightly mark through the Silent **e** and mark the long vowel with a straight line (macron). Then have students repeat the vowel sound and then the whole word.

Begin with one vowel at a time and slowly add words containing the other vowels.

Option 2: Play a game in which students add or take away Silent **e** to turn one word into another. Use letter tiles to show three words at a time; for example: **tap**, **cube**, **bit**. Give one instruction at a time; for example: Turn **tap** into **tape**. Turn **cube** into **cub**. Turn **bit** into **bite**.

Students may be able to reverse the steps to give you an instruction to follow.

FOR STUDENTS READY TO MOVE ON

Expand on the lesson using words of four or five letters that begin with consonant blends or digraphs. Prepare two copies of slips of paper with these partial words on them:

sh__p__	pl__m__
sl__d__	dr__v__
fl__t__	ch__s__
pl__n__	th__m__

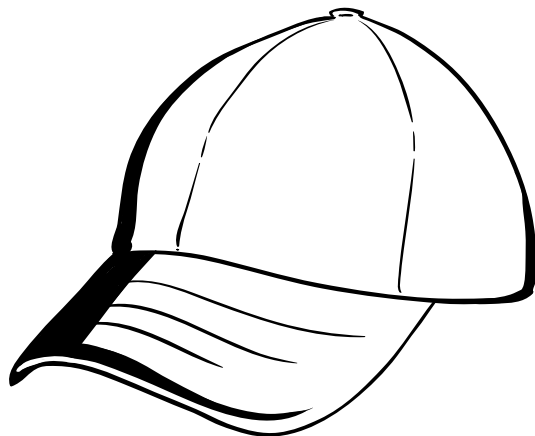
As students look at one slip at a time, dictate these words for them to complete: **shape**, **plum**, **slid**, **drove**, **flat**, **chase**, **plan**, **theme**.

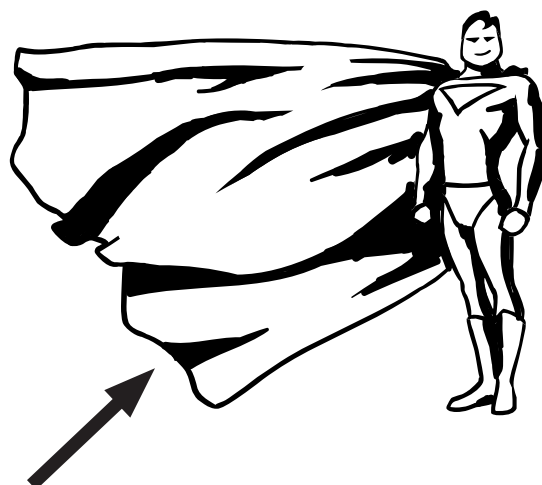
Re-use the slips, and dictate these words for students to complete: **ship**, **plume**, **slide**, **drive**, **flute**, **chose**, **plane**, **them**.

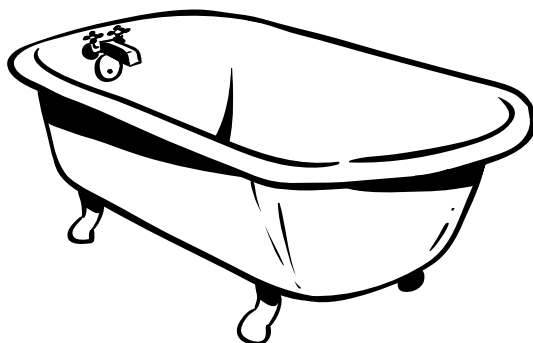
Once students can spell words with the consonant scaffolds, they should be able to spell the same words on separate paper to dictation.

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 long vowel team **ay** where the two vowels make the long vowel sound /ā/ as in say. Students learn that the two vowels, **a-y**, make a single vowel sound. Syllables that contain the **ay** vowel team are called *vowel combination syllables*. Knowledge of vowel teams and the vowel combination syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

The following steps show a lesson in which students decode and spell words with **ay**, including words with consonant blends and digraphs. The lesson can be simplified to focus only on words with single initial consonants. The lesson can also be expanded by having students compare and contrast words with **ay** and words with **ai**. Be sure to remind students that the letter **y** is sometimes a vowel.

For instructional strategies on other long vowel teams, please refer to the other Lexia Lessons.

PREPARATION/MATERIALS

- Letter tiles (for display and for students)

Direct Instruction

***say** Today we're going to learn about the long vowel team **ay**. A long vowel team contains two vowels that team together to make one long vowel sound. Remember that the letter **y** can sometimes be a vowel.*

Write the letters **ay** where students can see them.

*When the letters **a-y** are side by side, they team up to make just one sound: /ā/. The sound for the vowel team **ay** is the long **a** sound /ā/.*

Draw a line over the **a** to show that its long sound is the one heard in the team.

Display the word **say** and point to **ay**.

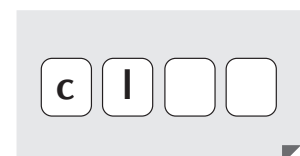
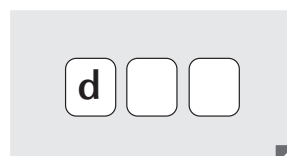
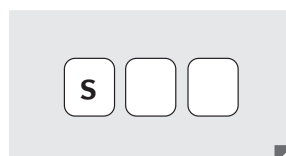
*Let's look at this word. The vowel team **a-y** makes the long vowel sound /ā/.*


Run your finger under the word as you sound-blend /s/ /ā/.

*The word is **say**. We say things by talking.*

Have students run a finger under the word say and repeat the word after you.

Follow the same procedure with each of these words: **day**, **pay**, **clay**. Then, display the consonant letter tiles for each word:




 *I can use the letters **a-y** to spell words that end with the vowel sound /ā/.*

Use the letter tiles a-y to complete each word. Have students read each completed word with you.

Guided Practice

Use letter tiles to display the word **way**. Have students read the word and repeat the final vowel sound /ā/.

 *I'm going to say one sentence at a time. Listen for a word that rhymes with **way**. Say the word. Then, we'll spell it together.*

If students need support in identifying the target word, repeat the sentence and stress the word. Take turns with students using letter tiles to build the words ending with **ay**.

Pause slightly between words as you say these sentences:

Hens **lay** eggs.

The **clay** feels soft.

It **may** snow.

It's time to **play**.

Horses eat **hay**.

Put your lunch on a **tray**.

As you create each word, have students take turns touching the two tiles that make one vowel sound in each word. As the student touches the tiles, all students should say the long **a** sound, and read the word together.

Independent Application

Display words with **ay** for students to read aloud; provide sound-blending support as needed.

Suggested words: **jay, ray, bay, stay, pray, sway, stray, spray**

After the words have been decoded, have students write these words to dictation.

Wrap-up

Check students' understanding. Display **ay**.

 *What are these two letters? (a-y) What is the one sound these letters make? (/ā/)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Review the sound for **ay** with the words **say**, **day**, and **may**. Display one word at a time; draw a line over the **a** and have students repeat the long **a** sound, /ā/. Remind students that the long **a** sound is the same as the letter name **a**. After sound-blending each word and talking about meaning, have students point to each word as you name it. Then, have students write the words, copying if necessary.

FOR STUDENTS READY TO MOVE ON

Option 1: After students have learned more than one long vowel team, expand the lesson by having students contrast words with **ay** with words that end with **ee**. Display the initial consonant letter or letters. Say a word, use it in an oral sentence, and have students complete the word with the letter tiles for **ay** or **ee**. Suggested words:

bay: Boats sailed into the bay.

bee: A bee lives in a hive.

see: Use your eyes to see.

say: Please say that again.

tray: Cups are on the tray.

tree: The oak tree is tall.

Option 2: Have students read phrases or write them in response to your dictation. Examples of phrases: **a day in May, stay and play, a way to pay, clay on a tray**

Students may draw a picture to match one of these phrases.

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



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Description

This lesson is designed to reinforce letter-sound correspondence for the long vowel team **ee** where the two vowels make the long vowel sound /ē/ as in *wheel*. Students learn that the two vowels, **e-e**, make a single vowel sound. Syllables that contain the **ee** vowel team are called *vowel combination syllables*. Knowledge of vowel teams and the vowel combination syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

The following steps show a lesson in which students decode and spell words with **ee**, including words with consonant blends and digraphs. The lesson can be simplified to focus only on words with single initial and final consonants. The lesson can also be expanded by having students compare and contrast words with **ee** and words with other spellings for long **e**, or with another vowel team, such as **ai** or **oa**.

PREPARATION/MATERIALS

- Letter tiles (for display and for students)

Direct Instruction

say Today we're going to learn about the long vowel team **ee**. A long vowel team contains two vowels that team together to make one long vowel sound.

Write the letters **ee** where students can see them.

When two **e**'s are side by side, they team up to make just one sound: /ē/. The sound for the vowel team **ee** is the long **e** sound /ē/.

Display the word **see** and point to **ee**.

Let's look at this word. The vowel team **e-e** makes the long vowel sound /ē/.

Run your finger under the word as you sound-blend /s/ /ē/.

The word is **see**. I use my eyes to see.

Follow the same procedure for **eel**, **tree**, and **feet**. Then, display the consonant letter tiles for each word:

s

 l

t r

f t

I can use the letters **e-e** to spell words with the long vowel sound /ē/.

Use the letter tiles **e-e** to complete each word. Have students read each completed word with you.

Guided Practice

 *I'm going to say one sentence at a time. Listen for a word that has a long e sound /ē/. Say the word. Then we'll spell it together.*

If students need support in identifying the target word, repeat the sentence stressing the word. Take turns with students using letter tiles to build words with **ee**.

Pause slightly between words as you say these sentences:

A **bee** buzzes.

Grass is **green**.

Keep this gift.

Count one, two, **three**.

Wool comes from **sheep**.

Grapes taste **sweet**.

As you create each word, have students take turns touching the two tiles that make one vowel sound in each word. As the student touches the tiles, all students should say the long e sound, and read the word together.


Independent Application

Display words with **ee** for students to read aloud. Provide sound-blending support as needed. Suggested words: **free, teen, feed, sheet, wheel, queen, speed, teeth**

After the words have been decoded, have students write these words to dictation.

Wrap-up

Check students' understanding. Display **ee**.


 *What are these two letters? (e-e) What is one sound both letters make? (/ē/)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Guide students in distinguishing **e** from **ee** and contrasting short **e** and long **e** sounds. Use letter tiles to display the word **fed**. Have students read the word and repeat the short vowel sound /ĕ/.

 *Listen to this sentence: "I feed my dog every day." Watch how I spell the word **feed**.*

Show students how adding **e** turns **fed** into **feed**. Sound-blend the new word together. Have students help you follow the same sequence to change **met** into **meet**, **ten** into **teen**, and **step** into **steep**.

Substitute a lesson in which students see two displayed words at a time, one with **ee** and the other with a single short vowel. Say the word with **ee**; have students point to that word, repeat it, and tap the double **e**'s. Then sound-blend the word with **ee** and say it. Have students echo your steps. Then have students write the **ee** words, copying if necessary.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand on the lesson by having students decode and sort 10-12 words by short **e** and long **e** sounds. Examples of word cards to mix up: **bet, egg, pen, fell, well, neck, peck, mess, yell, sled, dress, smell, eel, beet, feel, meet, seem, wheel, peek, three, speed, teeth, cheek, street**

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

Option 2: Have students read phrases or write them in response to your dictation. Examples of phrases: **a green tree, three teeth, a bee on a weed, sheep on a street**

Students may draw a picture to match one of these phrases.



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Description

This lesson is designed to reinforce letter-sound correspondence for the long vowel team **ie** where the two vowels make the long vowel sound /ī/ as in *pie*. Students learn that the two vowels, **i-e**, make a single vowel sound. Syllables that contain the **ie** vowel team are called vowel combination syllables. Knowledge of vowel teams and the vowel combination syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

The following steps show a lesson in which students decode and spell words ending with **ie**. The lesson can be expanded by including words ending with the vowel teams **ee** and **oe**, for students to contrast.

PREPARATION/MATERIALS

- Letter tiles (for display and for students)

Direct Instruction

say Today we're going to learn about the long vowel team **ie**. A long vowel team contains two vowels that team together to make one long vowel sound.

Write the letters **ie** where students can see them.

When the letters **i-e** are side by side, they team up to make just one sound: /ī/. The sound for the vowel team **ie** is the long **i** sound /ī/.

Draw a line over the **i** to show that its long sound is the one heard in the team.

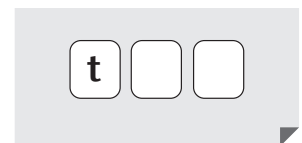
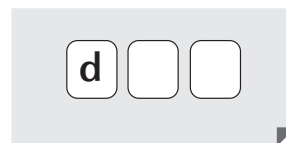
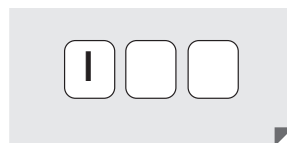
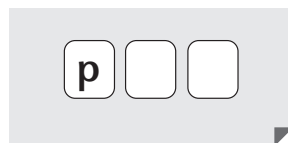
Display the word **pie** and point to **ie**.

Let's look at this word. The vowel team **i-e** makes the long vowel sound /ī/.

Run your finger under the word as you sound-blend /p/ /ī/.

The word is **pie**. I like apple pie.

Follow the same procedure with each of these words: **lie**, **die**, **tie**. Then, display the consonant letter tile for each word:



I can use the letters **i-e** to spell words with the vowel sound /ī/.

Use letter tiles **ie** to complete each word. Have students read each completed word with you.

Guided Practice

Display four pairs of the letter tiles **ie** and consonant tiles for **p, l, t, d**. Have students point to the vowel team letters and repeat the long vowel sound /ī/. Then, read one of the following sentences and take turns adding a different initial consonant letter to make a new word based on the clue from the sentence.

- You do this when you stretch out on a bed. (lie)
- Apples or cherries could be in this. (pie)
- This means to stop living. (die)
- You might do this with string. (tie)

When all the words are displayed (lie, pie, die, tie) have students touch the two tiles that make one vowel sound in each word, say the long **i** sound, and read the word.

Independent Application

Dictate four words for students to write. Offer an oral context sentence with each.

tie (The game ended in a tie.)

pie (Dad baked an apple pie.)

lie (Henry tells the truth and doesn't lie.)

die (Water the plant, or it will die.)

Wrap-up

Check students' understanding. Display **ie**.

 *What are these two letters? (i-e) What is the sound these letters make? (/i/)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Review the long **i** vowel sound by saying pairs of words that end with vowel sounds and having students repeat the word that ends with /i/. Words to say: **he, lie; tie, go; do, die; pie, pay**

Option 2: Display the words **lie, tie, die, pie**. Draw a straight line over the **i**, explaining that it signals the long **i** sound, and that the **e** makes no sound. Have students sound-blend each word with you, and then say the whole word. Then, have students write the words, copying if necessary.

FOR STUDENTS READY TO MOVE ON

Option 1: Have students compare and contrast sounds and spellings in these words: **die, dine, lie, life, tie, time, pie, pile**. Play a game in which one word is turned into another by adding or subtracting a consonant letter. Point out that the vowel sound is always long **i**.

Option 2: Display less familiar **ie** words and ask students to decode them: **vie, hie, fie**. Use a dictionary to model looking up the meanings of unfamiliar words. Work with students to create a definition of these words.

Option 3: Expand on the lesson by guiding students to choose from two vowel teams **ie/ee** or **ie/oe** to complete the spelling of a word. Use a letter tile to display the initial consonant. Then say the word in context and have students choose the vowel team that matches the vowel sound in the word. Words to use: **pie, bee, lie, see, die, doe, tie, toe**

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

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



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Description

This lesson is designed to reinforce letter-sound correspondence for the long vowel team **oe** where the two vowels make the long vowel sound /ō/ as in *toe*. Students learn that the two vowels, **o-e**, make a single vowel sound. Syllables that contain the **oe** vowel team are called *vowel combination syllables*. Knowledge of vowel teams and the vowel combination syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

The following steps show a lesson in which students decode and spell words ending with **oe**. The lesson can be expanded by including words ending with the vowel teams **ee** and **ie**, for students to contrast.

PREPARATION/MATERIALS

- Letter tiles (for display and for students)

Direct Instruction

say Today we're going to learn about the long vowel team **oe**. A long vowel team contains two vowels that team together to make one long vowel sound.

Write the letters **oe** where students can see them.

When the letters **o-e** are side by side, they team up to make just one sound: /ō/. The sound for the vowel team **oe** is the long **o** sound /ō/.

Draw a line over the **o** to show that its long sound is the one heard in the team.

Display the word **toe** and point to **oe**.

Let's look at this word. The vowel team **o-e** makes the long vowel sound /ō/.

Run your finger under the word as you sound-blend /t/ /ō/.

The word is **toe**. I stubbed my big toe.

Follow the same procedure with each of these words: **hoe**, **doe**, **foe**

Then, display the consonant letter tile for each word:

h			t			d			f		
---	--	--	---	--	--	---	--	--	---	--	--

I can use the letters **o-e** to spell words with the vowel sound /ō/.

Use the letter tiles **o-e** to complete each word. Have students read each completed word with you.

Guided Practice

Display four pairs of the letter tiles **oe** and consonant tiles for **t, d, f, h**. Have students point to the vowel team letters and repeat the long vowel sound /ō/. Then, read one of the following sentences and take turns adding a different initial consonant letter to make a new word based on the clue from the sentence.

- A big one is on each foot. (toe)
- This is a female deer. (doe)
- Gardeners use this to get rid of weeds. (hoe)
- This is an enemy. (foe)

When all the words are displayed (**toe, doe, hoe, foe**) have students touch the two tiles that make one vowel sound in each word, say the long **o** sound, and read the word.

Independent Application

Dictate four words for students to write. Offer an oral context sentence with each.

foe (The army fought the foe.)

toe (I can wiggle one toe.)

doe (The doe had a fawn.)

hoe (A hoe has a long handle.)

Wrap-up

Check students' understanding. Display **oe**.

 *say* What are these two letters? (o-e) What is one sound these letters make? (/ō/)

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: Review the long **o** vowel sound by saying pairs of words that end with vowel sounds and having students repeat the word that ends with /ō/. Words to say: **he, hoe; die, doe; foe, fee; tie, toe**

Option 2: Display the words **toe, doe, foe,**

hoe. Draw a straight line over the **o**, explaining that it signals the long **o** sound, and that the **e** makes no sound. Have students sound-blend each word with you, and then say the whole word. Then, have students write the words, copying if necessary.

FOR STUDENTS READY TO MOVE ON

Option 1: Have students compare and contrast sounds and spellings in these words: **hoe, hope, toe, tote, doe, doze, Joe, joke.** Play a game in which one word is turned into another by adding or subtracting a consonant letter. Point out that the vowel sound is always long **o**.

Option 2: Display less familiar **oe** words and ask students to decode them: **woe, roe, floe.** Use a dictionary to model looking up the meanings of unfamiliar words. Work with students to create a definition of these words.

Option 3: Expand on the lesson by guiding students to choose from two vowel teams **oe/ee** or **oe/ie** to complete the spelling of a word. Use a letter tile to display the initial consonant. Then, say the word in context and have students choose the vowel team that matches the vowel sound in the word. Words to use: **toe, bee, foe, fee, doe, die, hoe, tie**



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Description

This lesson is designed to reinforce letter-sound correspondence for the long vowel team **ea** where the two vowels make the long vowel sound /ē/ as in *neat*. Students learn that the two vowels, **e-a**, can make a single vowel sound. Syllables that contain the **ea** vowel team are called *vowel combination syllables*. Knowledge of vowel teams and the vowel combination syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.


TEACHER TIPS

The following steps show a lesson in which students decode and spell words with **ea**, including words with consonant blends and digraphs. Only the long vowel sound of **ea**, /ē/, is targeted. The lesson can be simplified to focus only on words with single initial and final consonants. The lesson can also be expanded by having students compare and contrast words with **ea** and words with other spellings for long **e**, or with another vowel team, such as **ai** or **oa**.


PREPARATION/MATERIALS

- Letter tiles (for display for students)

Direct Instruction

 *Today we're going to learn about the long vowel team **ea**. A long vowel team contains two vowels that team together to make one long vowel sound.*

Write the letters **ea** where students can see them.

 *When the letters **e-a** are side by side, they can team up to make one sound—/ē/. The sound is called long **e**. What is the long e sound? (/ē/)*

Draw a line over the **e** to show that its long sound is the one heard in the team.

Display the word **seat** and point to **ea**.

 *Let's look at this word. The vowel team **e-a** makes the long vowel sound /ē/.*

Run your finger under the word as you sound-blend /s/ /ē/ /t/.

 *The word is **seat**. A chair is a kind of **seat**.*

Follow the same procedure with each of these words: **leaf**, **heat**, **cream**. Then, display the consonant letter tiles for each word:

s t

l f


h t

cr m

 *I can use the letters **e-a** to spell words with the long vowel sound /ē/.*

Use the letter tiles **e-a** to complete each word. Have students read each completed word with you.

Guided Practice

 *I'm going to say one sentence at a time. Listen for a word that has the long e sound /ē/. Say the word. Then, we'll spell it together.*

If students need support in identifying the target word, repeat the sentence stressing the word. Take turns with students using letter tiles to build words with **ea**.

Pause slightly between words as you say these sentences:

Have a cup of **tea**.

A bird has a **beak**.

Let's **eat** lunch.

The **beach** has sand.

Take a big **leap**.

Mice can **squeak**.

As you create each word, have students take turns touching the two tiles that make one vowel sound in each word. As the student touches the tiles, all students should say the long **e** sound, and read the word together.


Independent Application

Display long **e** words with **ea** for students to read aloud. Provide sound-blending support as needed. Suggested words: **bean, neat, real, speak, dream, reach, teach, leash**

After the words have been decoded, have students write these words to dictation.

Wrap-up

Check students' understanding. Display **ea**.

 *What are these two letters? (e-a) What is one long sound that both letters can make? (/ē/)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Review the sound for **ea** with the words *eat*, *leaf*, and *each*. Display one word at a time, draw a line over the **e** and have students repeat the long **e** sound, /ē/. Remind students that the long **e** sound is the same as the letter name **e**. After sound-blending each word and talking about meaning, have students point to each word as you name it. Then have students write the words, copying if necessary.

FOR STUDENTS READY TO MOVE ON

Option 1: After students have learned more than one long vowel team, expand the lesson by having students contrast words with **ea** with words with **ai**. Display the initial and final consonant letters. Say a word, use it in an oral sentence, and have students complete the word with the letter tiles for **ea** or **ai**. Suggested words:

beat: You can beat a drum.

bait: Set the bait in the trap.

mean: Tell her what you mean.

main: The main idea is most important.

heal: A cut in the skin will soon heal.

hail: Icy hail fell from the sky.

Option 2: Have students read phrases or write them in response to your dictation. Examples of phrases: **eat a pea, a real treat, a meal of meat, a seal on the beach**

Students may draw a picture to match one of these phrases.

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



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Description

This lesson is designed to reinforce letter-sound correspondence for the long vowel team **oa** where the two vowels make the long vowel sound /ō/ as in *boat*. Students learn that the two vowels, **o-a**, make a single vowel sound. Syllables that contain the **oa** vowel team are called *vowel combination syllables*. Knowledge of vowel teams and the vowel combination syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.


TEACHER TIPS

The following steps show a lesson in which students decode and spell words with **oa**, including words with consonant blends and digraphs. The lesson can be simplified to focus only on words with single initial and final consonants. The lesson can also be expanded by having students compare and contrast words with **oa** and words with another vowel team, such as **ee** or **ai**.


PREPARATION/MATERIALS

- Letter tiles (for display and for students)

Direct Instruction


 *Today we're going to learn about the long vowel team **oa**. A long vowel team contains two vowels that team together to make one long vowel sound.*

Write the letters **oa** where students can see them.

 *When the letters **o-a** are side by side, they team up to make just one sound—/ō/. The sound for the vowel team **oa** is the long **o** sound /ō/.*

Draw a line over the **o** to show that its long sound is the one heard in the team.

Display the word **boat** and point to **oa**.

 *Let's look at this word. The team **o-a** makes the long vowel sound /ō/.*

Run your finger under the word as you sound-blend /b/ /ō/ /t/.

 *The word is **boat**. A boat travels on water.*

Have students run a finger under the word **boat** and repeat the word after you.

Follow the same procedure with each of these words: **coat**, **road**, **toast**. Then, display the consonant letter tiles for each word:

b t

c t


r d

t s t

 *I can use the letters **o-a** to spell words with the long vowel sound /ō/.*

Use the letter tiles **o-a** to complete each word. Have students read each completed word with you.

Guided Practice

 *I'm going to say one sentence at a time. Listen for a word that has the long o sound /ō/. Say the word. Then we'll spell it together.*

If students need support in identifying the target word, repeat the sentence with an emphasis on the word. Take turns with students using letter tiles to build words with **oa**.

Pause slightly between words as you say these sentences:

- Wash with **soap**.
- Lift that **load**.
- Frogs can **croak**.
- The **toad** jumped.
- The **goat** butted.
- We ate **roast** beef.

As you create each word, have students take turns touching the two tiles that make one vowel sound in each word. As the student touches the tiles, all students should say the long o sound, and read the word together.

Independent Application

Display words with **oa** for students to read aloud. Provide sound-blending support as needed. Suggested words: **loaf, goal, foam, coal, soak, float, coach, throat**

After the words have been decoded, have students write these words to dictation.

Wrap-up

Check students' understanding. Display **oa**.

 *What are these two letters? (o-a) What is one sound both letters make? (/ō/)*

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 sound for **oa** with the words oak, goat, and loaf. Display one word at a time; draw a line over the **o** and have students repeat the long **o** sound, /ō/. Remind students that the long **o** sound is the same as the letter name **o**. After sound-blending each word and talking about meaning, have students point to each word as you name it. Then have students write the words, copying if necessary.

FOR STUDENTS READY TO MOVE ON

Option 1: After students have learned more than one long vowel team, expand the lesson by having students contrast words with **oa** with words with **ee**. Display the initial and final consonant letters. Say a word, use it in an oral sentence, and have students complete the word with the letter tiles for **oa** or **ee**. Suggested words:

boat: The boat sailed.

beet: A purple beet is in the salad.

seek: Let's play hide and seek.

soak: We can soak in a bathtub.

feel: I feel well.

foal: A baby horse is a foal.

Option 2: Have students read phrases or write them in response to your dictation. Examples of phrases: **a load on a boat, a toad in the road, foam from soap, toast from a loaf**

Students may draw a picture to match one of these phrases.

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



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Description

This lesson is designed to reinforce letter-sound correspondence for the long vowel team **ai** where the two vowels make the long vowel sound /ā/ as in *rain*. Students learn that the two vowels, **a-i**, make a single vowel sound. Syllables that contain the **ai** vowel team are called *vowel combination syllables*. Knowledge of vowel teams and the vowel combination syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.


TEACHER TIPS

The following steps show a lesson in which students decode and spell words with **ai**, including words with consonant blends and digraphs. The lesson can be simplified to focus only on words with single initial and final consonants. The lesson can also be expanded by having students compare and contrast words with **ai** and words with other spellings for long **a**, or with another vowel team, such as **ee** or **oa**.


PREPARATION/MATERIALS

- Letter cards for students to manipulate (for display and for students)

Direct Instruction

 *Today we're going to learn about the long vowel team **ai**. A long vowel team contains two vowels that team together to make one long vowel sound.*


Write the letters **ai** where students can see them.

 *When the letters **a-i** are side by side, they team up to make just one sound: /ā/. The sound for the vowel team **ai** is the long **a** sound /ā/.*

Draw a line over the **a** to show that its long sound is the one heard in the team.
Display the word **wait** and point to **ai**.

 *Let's look at this word. The vowel team **a-i** makes the long vowel sound /ā/.*

Run your finger under the word as you sound-blend /w/ /ā/ /t/.

 *The word is **wait**. The children **wait** for the school bus.*

Follow the same procedure with each of these words: **mail**, **rain**, **waist**. Then, display the consonant letter tiles for each word:

w t

m l


r n

w st

 *I can use the letters **a-i** to spell words with the long vowel sound /ā/.*

Use the letter tiles **a-i** to complete each word. Have students read each completed word with you.

Guided Practice

 *I'm going to say one sentence at a time. Listen for a word that has the long **a** sound /ā/. Say the word. Then, we'll spell it together.*

If students need support in identifying the target word, repeat the sentence and stress the word. Take turns with students using letter tiles to build the words with **ai**.

Pause slightly between words as you say these sentences:

The boat will **sail**.

Use **bait** to fish.

Fill the **pail** with water.

Each finger has a **nail**.

You can **paint** a picture.

Water went down the **drain**.

As you create each word, have students take turns touching the two tiles that make one vowel sound in each word. As the student touches the tiles, all students should say the long **a** sound, and read the word together.

Independent Application

Display words with **ai** for students to read aloud; provide sound-blending support as needed. Suggested words: **maid, tail, brain, chain, stain, braid, hail**

After the words have been decoded, have students write these words to dictation.

Wrap-up

Check students' understanding. Display **ai**.

 *What are these two letters? (a-i) What is the one sound these letters make? (ā)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Review the sound for **ai** with the words **aid**, **wait**, and **sail**. Display one word at a time; draw a line over the **a** and have students repeat the long **a** sound, /ā/. Remind students that the long **a** sound is the same as the letter name **a**.

After sound-blending each word and talking about meaning, have students point to each word as you name it. Then have students write the words, copying if necessary.

FOR STUDENTS READY TO MOVE ON

Option 1: After students have learned more than one long vowel team, expand the lesson by having students contrast words with **ai** with words with **oa**. Display the initial and final consonant letters. Say a word, use it in an oral sentence, and have students complete the word with the letter tiles for **ai** or **oa**. Suggested words:

boat: The boat is at the dock.

bait: Set the bait in the trap.

main: The main idea is most important.

moan: A moan is a sad cry.

fail: Nobody will fail the test.


foal: A baby horse is a foal.


Option 2: Have students read phrases or write them in response to your dictation. Examples of phrases: **rain and hail**, **bait in a pail**, **wait in pain**, **wait for a train**

Students may draw a picture to match one of these phrases.

Option 3: Show students that **ay** and **ai** spell the same sound in different positions in a word. Display words on cards for students to mix up and then sort into two groups, **ai** and **ay**: **jay, may, main, ray, rain, pay, paid, say, sail, way, wait, grain, play, plain, stay, stain, tray, trail, spray, sprain**.

Have students read the words in each group together. Then, challenge them to identify a particular word after hearing the vowel spelling and a meaning clue. For example:

 This word has /ā/ spelled with **ai**. It is one tiny piece of sand. (grain)

 This word has /ā/ spelled with **ay**. You use your voice to do it. (say)

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

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



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Description

This lesson is designed to help students construct and read words containing two closed syllables—syllables that end with a consonant and have a short vowel sound. As students identify the syllables in compound words such as *sunset* and in two-syllable words such as *vet*, they learn to look for closed syllable patterns that help them to read and spell longer words.

TEACHER TIPS

The following steps show a lesson in which students work with words containing two closed syllables. The lesson can be modified for use with only closed CVC syllables or syllables where the first syllable contains a blend or digraph at the beginning (e.g., *plastic*) or the last syllable contains a blend or digraph at the end (e.g., *contest*). This allows for direct focus on the first rule of syllable division, which addresses two consonants in the middle that need to be separated in order to divide the word (VCCV pattern). A list of suggested words can be found at the end of the lesson.

PREPARATION/MATERIALS

Prepare these syllables on cards: **sun, set, pic, nic, bath, tub, mat, nap, kin, cat, sand, box, pit, pen, pig, let, vel, vet, con, test, mag, net, ket, bas, pet.** (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)

Direct Instruction

say Today we are going to learn about putting two words or syllables together to make a longer word.

Display the syllable cards for **sun** and **set**, and read each word aloud with students.

I can put these words together to make a new, longer word. Listen for that word in this sentence:
The pink and orange clouds of a sunset are beautiful.

Did you hear the word sunset?

Slide the syllable cards with **set** and **sun** together until the two words meet and form the compound word **sunset**.



Clap the syllables as you say **sunset**.

*The word **sunset** has two syllables, or “beats.” The first syllable of **sunset** is **sun** and the second syllable of **sunset** is **set**.*

Display the syllable card for **pic** and then the syllable card for **nic**, and read each syllable aloud with students.


I can put these syllables together to make a two-syllable word.

Slide **nic** to meet **pic** and form **picnic**.

*This word is **picnic**.*

Have students clap the syllables as they say **picnic**.

Display the four syllable cards out of order: **pic, set, sun, nic**.


 *When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.*

Show students how you can put the syllable cards together to make **sunset** and **picnic** and then read each word.


Guided Practice

Display three syllable cards at a time, as shown below. Have students read each syllable aloud. Then, say a two-syllable word and use it in a sentence to be sure the students understand the meaning. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.


Display: **tub, bath, mat**

-  *say*
- **bathmat**: A **bathmat** keeps the floor dry.
 - **bathtub**: The **bathtub** is filled with water.


Display: **sand, box, pit**

- 
- **sandpit**: A **sandpit** is a hole that people dig in the sand.
 - **sandbox**: Children like to play in a **sandbox**.

Display: **pen, pig, let**

- 
- **pigpen**: A **pigpen** is a fenced-in space for pigs.
 - **piglet**: A young pig is a **piglet**.

Display: **kin, nap, cat**

- 
- **napkin**: Wipe the spill with a **napkin**.
 - **catnap**: Someone who is sleeping lightly is taking a **catnap**.

Independent Application

Display three slips at a time, as shown below. Say a word for students to make using two of the slips. Have students read aloud each completed word and discuss its meaning.

Display: **test, con, ket**

-  *say*
- **contest**

Display: **net, bas, mag**

- 
- **magnet**


Display: **pet, vet, vel**

- 
- **velvet**


Then, display the three syllable cards that were not used: **ket, bas, pet**. Have students make a real word by putting two of the cards together. Provide support as needed, starting off with this clue: We carry things in this. (**basket**)

Wrap-up

Check students' understanding.

 *What syllables do you hear in **picnic**? (**pic**, **nic**)*

Display the syllable cards **pic** and **nic** for students to combine and read aloud.


 *What kind of syllables do you see in this word? (closed)*

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


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the first syllable in each word and having students choose the second. For example:

 *Let's read these three syllables together: **pen**, **pig**, **let**. Listen to this word: **piglet**. The first syllable is **pig**.*

Show students the card with **pig**.

 *What is the second syllable in **piglet**? (**let**) Show me how to put **pig** and **let** together to make one longer word.*

Option 2: Display two syllables that form a word from the lesson. Say the word and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand on the lesson by guiding students to build two-syllable words that have double consonants in the middle: **cannot**, **rabbit**, **happen**, **tennis**, **puppet**, **ribbon**, **kitten**, **common**. As you show students how the syllables combine, explain that the consonant sound is spoken only once.

Option 2: Play a game in which you take turns choosing two syllables from an array and deciding whether they can be put together to make a real word. Each player reads the word aloud and, if it is a real word, uses it in a phrase to show its meaning. Points are earned by correctly deciding if it is a real word or not, and using it in a phrase when appropriate. Use syllables from the lesson and from the list of words 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®**.

Two-Syllable Words

Vowel Consonant/Consonant Vowel (VC/CV) Spellings

absent	contact	insect	plastic
basket	content	insult	pretzel
cactus	contest	invent	problem
canyon	discuss	magnet	public
catfish	disgust	napkin	sunset
catnap	disrupt	picnic	until
catnip	expand	piglet	velvet
conduct	expect	pigpen	



Description

This lesson is designed to help students construct and read words containing short vowel closed syllables and long vowel Silent **e** syllables. As students identify the syllables in compound words such as **lifetime** and in two-syllable words such as **invite**, they learn to look for Silent **e** and closed syllable spelling patterns that help them read and spell longer words.

TEACHER TIPS

The following steps show a lesson in which students work with two-syllable words that have Silent **e** at the end of one or both syllables. The lesson can be modified to focus on one pattern at a time: compound words in which the first or second syllable ends with Silent **e**, such as **sidestep** or **sunshine**; or two-syllable words with closed/Silent **e** syllables, such as **mistake** and **tadpole**. A list of suggested words in these categories can be found at the end of the lesson.

PREPARATION/MATERIALS

Prepare these syllables on cards: **life, time, in, vite, hand, shake, made, lake, line, side, back, bone, trom, bine, pete, com, home, shine, pole, sun, tad, cuse, ex.** (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)

Direct Instruction

say Today we are going to learn about putting two words or syllables together to make a longer word. Some of the syllables will be closed syllables and have a short vowel. Some of the syllables will be Silent **e** syllables and will have a long vowel.

Display the syllable card for **life**.

speech bubble This word is **life**. I know it isn't **lif** because it has a Silent **e** on the end that makes the first vowel say its name or its long sound.

Display the card for **time**, and read it aloud with students.


speech bubble I can put these words together to make a new, longer word. Listen for that word in this sentence: **Grandfather has seen many changes in his lifetime.**

speech bubble Did you hear the word **lifetime**?

Slide the syllable cards with **life** and **time** together until the two words meet and form the compound word **lifetime**.




Clap the syllables as you say **lifetime**.

 The word **lifetime** has two syllables, or beats. The first syllable of **lifetime** is **life** and the second syllable of **lifetime** is **time**.

Display the syllable card for **in** and then the syllable card for **vite**, and read each syllable aloud with students.


 I can put these syllables together to make a two-syllable word.

Slide **vite** to meet **in** and form **invite**.

 This word is **invite**.

Have students clap the syllables as they say **invite**.

Display the four syllable cards out of order: **life, vite, time, in**.

 When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.

Show students how you can put the syllable cards together to make **lifetime** and **invite** and then read each word.

Guided Practice

Display three syllables at a time, as shown below. Have students read each syllable aloud. Then, say a two-syllable word and use it in a sentence to be sure the students understand the meaning. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.

Display: **hand, shake, made**

 **say** **handmade**: Someone knitted my **handmade** sweater.

handshake: People greet each other with a **handshake**.

Display: **lake, line, side**

 **lakeside**: The children swam at the **lakeside** beach.

sideline: The ball bounced over the **sideline**.

Display: **back, bone, trom**

 **trombone**: A **trombone** is a horn that makes music.

backbone: The **backbone** is also called the spine.

Display: **bine, pete, com**

 **compete**: Runners **compete** in a race.

combine: When you mix things, you **combine** them.

Independent Application

Display three syllable cards at a time, as shown below. Say a word for students to construct using two of the cards. Have students read aloud each completed word and discuss its meaning.

Display: **home, made, shine**

 **say** **homemade**

Display: **pole, sun, tad**

 **tadpole**


Display: **cuse, ex, in**

 **excuse**

Then, display the three cards that were not used: **shine, sun, in**. Have students make a real word by putting two of the cards together. Provide support as needed, starting off with this clue: This makes a day bright. (**sunshine**)

Wrap-up

Check students' understanding.

 What syllables do you hear in **tadpole**? (tad, pole)


Display the syllable cards **tad** and **pole** for students to combine and read aloud.

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


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the first syllable in each word and having students choose the second. For example:

 Let's read these three syllables together: **bine, pete, com**. Listen to this word: **combine**. The first syllable is **com**.

Show students the syllable card with **com**.

 What is the second syllable in combine? (**bine**) Show me how to put **com** and **bine** together to make one longer word.

Option 2: Display two syllables that form a word from the lesson. Say the word and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Play a game in which you take turns choosing two syllables from an array and deciding whether they can be put together to make a real word. Each player reads the word aloud and, if it is a real word, uses it in a phrase

to show its meaning. Points are earned by correctly deciding if it is a real word or not, and using it in a phrase when appropriate. Use syllables from the lesson and from the list of words 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®**.

Two-Syllable Words with Silent e

Compound Words

backbone	lifetime
baseline	milestone
bedside	online
bedtime	pancake
clambake	pinecone
classmate	pipeline
cupcake	shipmate
fireside	sideline
flagpole	sidestep
handmade	sidetrack
handshake	sunrise
hillside	sunshine
homemade	timeline
inside	website
lakeside	whitecap

Closed/Silent e Words

admire	entire
advise	escape
collide	excuse
combine	exhale
commute	expose
compete	inhale
compile	invade
compose	invite
compute	mistake
confide	Neptune
confuse	reptile
console	suppose
consume	tadpole
dispose	



Description

This lesson is designed to help students construct and read two-syllable words in which the first syllable is an open syllable as in **moment** or **student**. An open syllable ends with a single vowel and that vowel makes its long sound. As students identify and blend the syllables in two-syllable words, they learn to look for open syllable patterns that help them to read and spell longer words.


TEACHER TIPS

The following steps show a lesson in which students work with two-syllable words in which the first syllable is open and the second syllable is a closed or Silent e syllable. The lesson can be expanded to include other syllable types in the second syllable such as vowel combination and r-controlled. A list of suggested words in these categories can be found at the end of the lesson.

PREPARATION/MATERIALS

Prepare these syllables on cards: **la, bel, lo, cate, mo, ment, fe, male, pi, lot, hu, man, ro, tate, stu, dent, ba, sic, mu, con, pro, file, pre, test**. (When preparing the syllable cards, use very narrow margins so two cards can be pushed together to make a word.)


Direct Instruction

 *Today we are going to learn about putting two syllables together to make a longer word. The first syllable in all of the words will be an open syllable and the other syllable in the word will be either a closed syllable or a Silent e syllable.*


Display the familiar words **we** and **no** and have students read them aloud.

 *I know these are open syllables because they end in a single vowel and the vowel sound is long.*

Draw a line over the vowel in each word.

 *This line shows a long vowel sound, which is the same as the letter name. The vowel sound in **we** is long e, /ē/. What is the vowel sound in **no**? (long o, /ō/)*

Display the syllables **va, ti, po**, drawing a line over each vowel.


 *Let's say each of these open syllables. The vowel sound will be long: /vā/, /tī/, /pō/.*

Have students repeat the syllables after you.


Display the card with **la**.

 *This syllable is an open syllable. It ends with a single vowel that makes its long vowel, /lā/.*

Display the card with **bel**.

 *This syllable is a closed syllable. It ends with a consonant and has a short vowel sound, /bě/. I can put these syllables together to make a word.*

Slide the syllable cards with **la** and **bel** together until the two syllables meet and form the word **label**.

 *la...bel, la/bel, label. The word is label. A label is a name for something.*




Display the card for **lo** and then the card for **cate**, and read each syllable aloud with students.

 *I can put these syllables together to make a two-syllable word.*

Slide **cate** to meet **lo** and form **locate**.

 *This word is locate. I locate something by finding where it is.*

Display the four syllable cards out of order: **cate, la, lo, bel**.

 *When I hear a word, I think about the syllables in it. I can put two syllables together to make the word.*

Show students how you can put the syllable cards together to make **label** and **locate** and then read each word.

Guided Practice


Display three syllables at a time, as shown below. Have students read each syllable aloud. Then say a two-syllable word and use it in a sentence. Take turns with students choosing the correct syllable cards and sliding them together to make the longer word. Read each completed two-syllable word together.

DISPLAY	SAY
mo, ment, pi	moment
fe, lo, male	female
lot, pi, test	pilot
man, hu, dent	human


Independent Application

Display four syllable cards at a time, as shown below. Say one word at a time for students to construct using two of the cards. Have students read aloud each completed word. Talk about word meaning.

Display: **ro, dent, tate, stu**

 *rotate, rodent, student*

Display: **con, ba, sic, mu**


 *basic, music, bacon*

Display: **file, pro, pre, test**


 *profile, pretest, protest*

Wrap-up

Check students' understanding.

 *What syllables do you hear in **bacon**? (ba, con)*

Display the syllable cards **ba** and **con** for students to combine and read aloud.

 *What kinds of syllables do you see in this word? (open and closed)*


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

Adaptations


FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by providing the second syllable in each word and having students choose the first syllable.

For example:

 *Let's read these three syllables together: **mo**, **ment**, **pi**. Listen to this word: **moment**. The second syllable is **ment**.*

Show students the syllable card with **ment**.

 *What is the first syllable in **moment**? (**mo**)
Show me how to put **mo** and **ment** together to make one longer word.*

Option 2: Display only two syllables that form a word from the lesson. Say the word and have students put the syllables together in the correct order.

FOR STUDENTS READY TO MOVE ON

Expand the lesson to include second syllables with additional spelling patterns. See the word lists at the end of this lesson; select words to use in new activities. Below are three suggestions:

1. Partners play Concentration using cards made from the syllables of 10-12 words. They place the cards face down in a grid pattern. Player 1 turns up two cards; if the syllables can be combined to make a real word, the player keeps both cards and takes another turn. If the syllables cannot make a word, the cards are placed face down in their original positions, and Player 2 takes a turn. The player with the most cards at the end is the winner.

2. Mix up and display syllable cards that can be put together to make three words. How quickly can students combine the syllables to make real words? Can they combine more displayed syllables to make four words? five?

3. Display sentences or phrases in which the first or second syllable of a word is missing. Challenge students to choose the missing syllable from three choices. For example:

Turn on the TV with the re____.
(sic, mote, side)

A doe is a ____male deer. (do, fe, stu)

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.®

Two-Syllable Words-Open Syllables

Open Syllable/ Closed Syllable

bacon	humid	pilot	rodent
basic	item	prefix	silent
bison	label	pretend	siren
direct	legal	pretest	student
even	local	prevent	total
final	minus	protect	tulip
focus	moment	protest	unit
frequent	motel	pupil	Venus
hotel	music	raven	yodel
human	open	robot	

Open Syllable/ Silent e Syllable

beside	locate	provide	rival
Chinese	ozone	refuse	rotate
donate	polite	remote	unite
female	profile	revise	vacate
humane			

Open Syllable/ Vowel Combination Syllable

belief	detail	pronoun	remain
cocoa	domain	rebound	repeat
decoy	ideal	relay	reveal
delay			

Open Syllable/ Vowel-r Syllable

acorn	over	refer	super
humor	paper	report	tiger
major	polar	return	
minor	prefer	solar	
motor	radar	spider	



Description

This lesson is designed to help students understand that a word can have more than one meaning. Using words they can decode, students develop their understanding of multiple meanings by choosing a meaning that fits with a given context.

TEACHER TIPS

The following steps show a lesson using word meanings that are designed to be within a student's listening vocabulary. If any meanings are unfamiliar, you can use images for added support or adapt the lesson by choosing different words.

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

- Word cards and pictures for **tag** and **fan**

Direct Instruction

say Today we are going to talk about words that have more than one meaning.

Display the word **pen** and read it aloud with the students. Hold up a pen.

say A pen is a writing tool that has ink. But listen to this sentence: "The pigs live in the pen." Pigs can't fit inside this writing pen! The word pen has more than one meaning. Another meaning for pen is "a place with a fence around it." Animals are kept inside a pen. "The pigs live in the pen." When I hear that sentence, it makes me picture lots of pigs inside a fence, like on a farm. They are in a pen and can't get out.

say When I read a word in a sentence that doesn't seem to make sense, I need to remember that it might have more than one meaning. So, pen has two meanings. It is something you can write with and it is a place to hold animals.

Guided Practice

Display the word **duck** for students to read.





say Listen as I say a sentence with the word duck: "The duck flew over the pond." Tell me what you picture. (a bird flying and quacking, etc.) Yes, a duck is a kind of bird.

Introduce a second meaning.

say Listen as I say another sentence with duck: "When you walk under a low tree branch, you should duck!" Show me what that means. (students duck their heads) Yes, duck can mean "lower your head or body."





Tell students to listen as you use the word duck in different sentences. If the word means a bird, they should quack once like a duck. If the word means "lower your head or body," they should pantomime ducking.

Sentences to say:

-  *The duck shook his feathers to dry off after going in the pond. (Students quack.)*
-  *Tall people must duck under low doorways. (Students duck heads.)*
-  *A duck has webbed feet for swimming. (Students quack.)*
-  *We can hide if we duck behind that rock. (Students duck heads.)*

Independent Application


Display the four pictures and the words from the end of the lesson. After students read the words **tag** and **fan**, clarify meanings with these oral clues:

-  *This is a game that children play. The child who is "It" tries to touch another child so that child becomes "It." What's the name of this game? (tag)*
-  *This small piece of paper is tied to an item that belongs to someone. It shows the name and address. What's the name of this piece of paper? (tag)*
-  *This machine blows air to cool us. What's the machine called? (fan)*
-  *This person is cheering for his team. What do you call someone who wants a team to win? (fan)*

Direct students to place two pictures by the word **tag** and two by the word **fan** to show the different meanings.

Wrap-up

Check students' understanding.

-  *What are two different kinds of fans? (a fan that blows air; a fan who likes a team)*

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: Substitute a lesson that focuses on one word. Display a picture of a flying bat (mammal) and a baseball bat. Talk about what each picture shows. Guide students in captioning each picture with the word **bat**.

Offer oral sentences using the word **bat** in varied contexts, and have students identify the picture that fits with each sentence. For example:

- A **bat** is made of wood.
- A **bat** eats bugs.

- A **bat** sleeps hanging upside down.
- The player swung the **bat**.

Option 2: Continue the lesson by having students hold up the picture that matches the meaning in an oral sentence. For example:

- A **tag** names the item for sale.
- Ricky is a big **fan** of basketball.
- Some children play **tag** at recess.
- A **fan** works by blowing air.

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson using oral context sentences. Say two sentences at a time, and ask students to name the shared word and tell or show what each sentence means. For example:

- Do not **trip** on the stairs. Let's take a train **trip**.
- We climbed a big **rock**. It's nice to sit in a chair that can **rock**.
- Be careful when you **cross** the street. People frown when they feel **cross**.
- The hammer **hit** the nail. The music show was a big **hit**.

- The jar has grape **jam** in it. There's a traffic **jam** on Main Street.

Then display the words for students to read. Have them choose one or two words to illustrate with contrasting pictures.

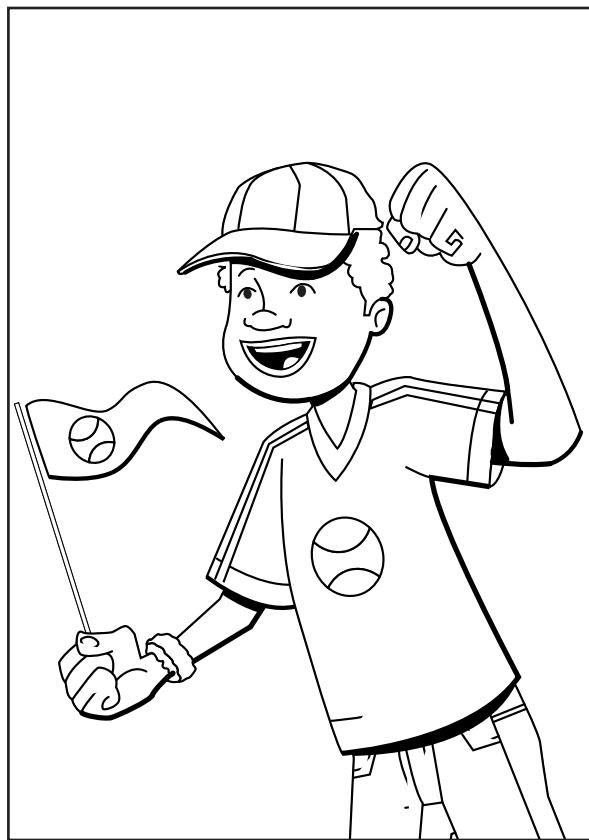
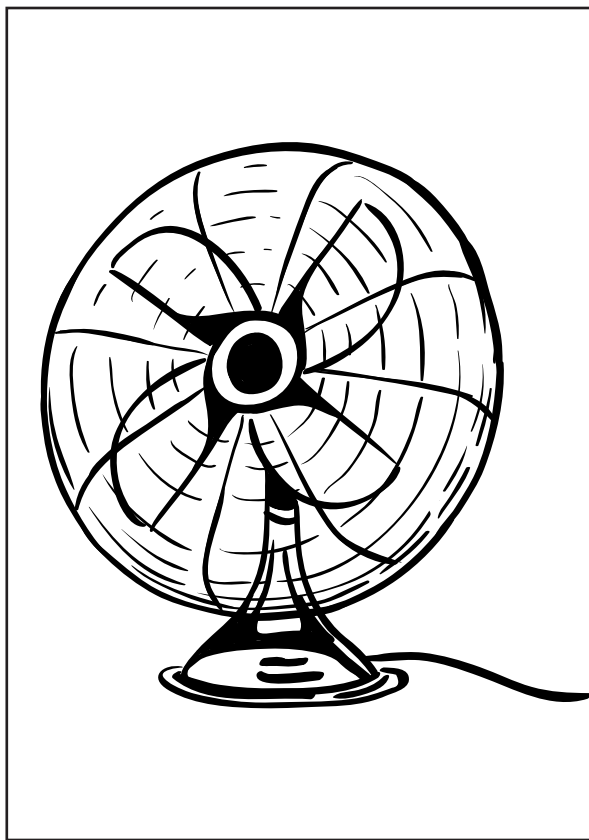
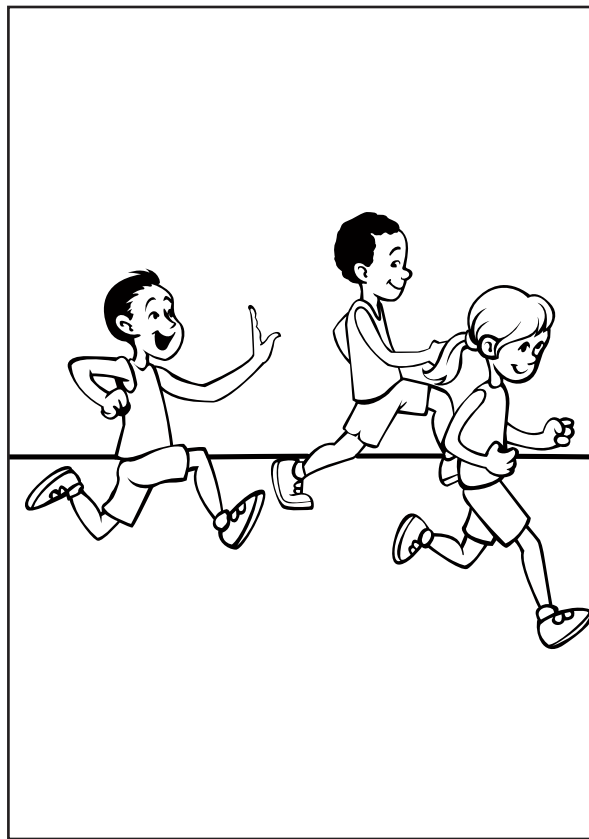
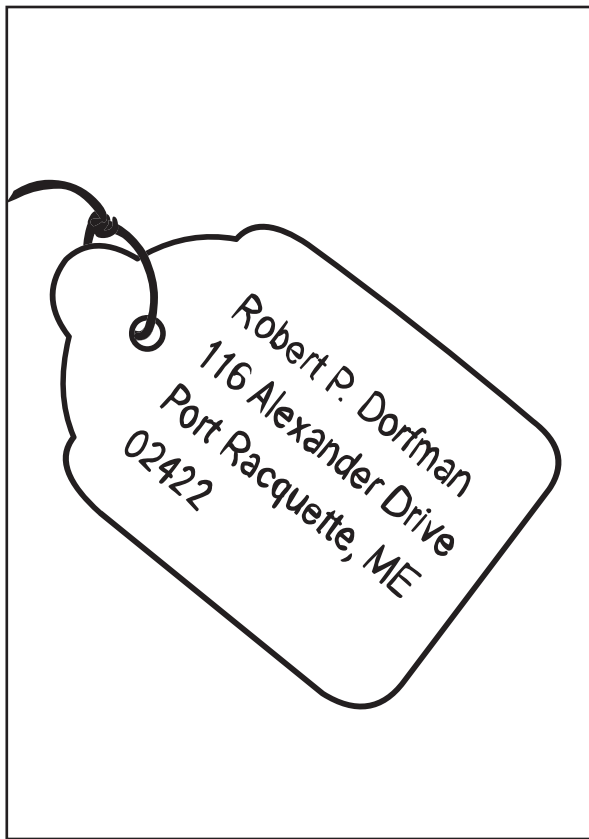
Option 2: Expand the lesson by having students use words and gestures to give two meanings for the same word after reading contrasting sentences. For example:

- The bell will **ring**. The **ring** is gold.
- The class **left** for lunch. I held up my **left** hand.
- This desk is **mine**. The **mine** held gold.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Students whose native language is not English may not have as many opportunities to learn vocabulary indirectly, so explicit instruction is especially important. Use word walls, cognates, dictionaries, word maps, drawing, comparing, contrasting, and reviewing to teach and reinforce new vocabulary.
- 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.

*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®**.*





tag

fan