

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

Level	Activity	Lexia Lesson	# of pages
Core5 L6, Core5 L9	Sight Words 3, Sight Words 4	Sight Words, Lesson 2	5
Core5 L6, Core5 L9	Categorizing Words 1, Categorizing Words 2	CVC Word Categories	6
Core5 L8, Core5 L9	Long Vowel Teams, Vowel Combinations	Long Vowel Team ay	4
Core5 L8, Core5 L9	Long Vowel Teams, Vowel Combinations	Long Vowel Team ee	4
Core5 L8, Core5 L9	Long Vowel Teams, Vowel Combinations	Long Vowel Team ie	3
Core5 L8, Core5 L9	Long Vowel Teams, Vowel Combinations	Long Vowel Team oe	4
Core5 L8, Core5 L9	Long Vowel Teams, Vowel Combinations	Long Vowel Team ea	4
Core5 L8, Core5 L9	Long Vowel Teams, Vowel Combinations	Long Vowel Team oa	4
Core5 L8, Core5 L9	Long Vowel Teams, Vowel Combinations	Long Vowel Team ai	4
Core5 L9	Vowel Combinations	Vowel Combination oo	7
Core5 L9	Vowel Combinations	Vowel Combinations ow, ou	8
<b>Total</b>			<b>53</b>

## Description

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

## TEACHER TIPS

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

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

## PREPARATION/MATERIALS


- Sets of plastic letters or letter tiles, provided at the end of this lesson (for display and for students)
- Sets of Level 6 and Level 9 word cards, see lists at the end of this lessons (for display and for students)
- Index cards

## Warm-up

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

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

## Direct Instruction

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

Display the word card for **some**.

 *This word is **some**.*


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

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

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

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

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

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

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

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

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

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

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

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

## Guided Practice

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

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

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

 *What's the word? (some)*

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

 *What's the word? (some)*

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


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

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

## Independent Application

Display the word card for **some**.

 *What is this word? (some)*

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

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

Have students use the word in a sentence.

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

## Wrap-up

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

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

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

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

### FOR STUDENTS READY TO MOVE ON

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

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

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

### SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Record yourself or students reading each of the sight words. Encourage students to use the recording to practice identifying word cards or writing the words.
- Help students come up with oral sentences for each of the sight words. Challenge them, if appropriate, to create sentences that contain two or more sight words.
- Have students illustrate each sight word card to use as story prompts or conversation starters. Create an audio recording, and have students point to each word card as they listen to the recorded story or conversation.
- Group rhyming words together. Discuss with students the idea that not all words that sound the same are spelled the same. Examples: **buy, by, why; could, would; from, some**

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

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

## Sight Words

### Level 6

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

### Level 9

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

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



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## Description

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

## TEACHER TIPS


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

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


## PREPARATION/MATERIALS:

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


## Direct Instruction

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

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

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

Hold up the word card **tub**.

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


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

## Guided Practice:

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


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


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

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

## Independent Application:

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

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

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

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

## Wrap-up

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


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



## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Modify the lesson by providing pictures for the words in the lesson. Tape each word to its picture and have students read it.


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

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

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

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

Reread all four words together.

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

*Which words name pets? (cat, dog)*

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

### FOR STUDENTS READY TO MOVE ON

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

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

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

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

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

### FOR STUDENTS READY TO MOVE ON

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

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

*These words belong together because...*

*\_\_\_ belongs in this category because...*

*Another word that belongs in this group is...*

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

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



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**mat**

**tub**

**cot**

**jog**

**pat**

**hop**

**nod**

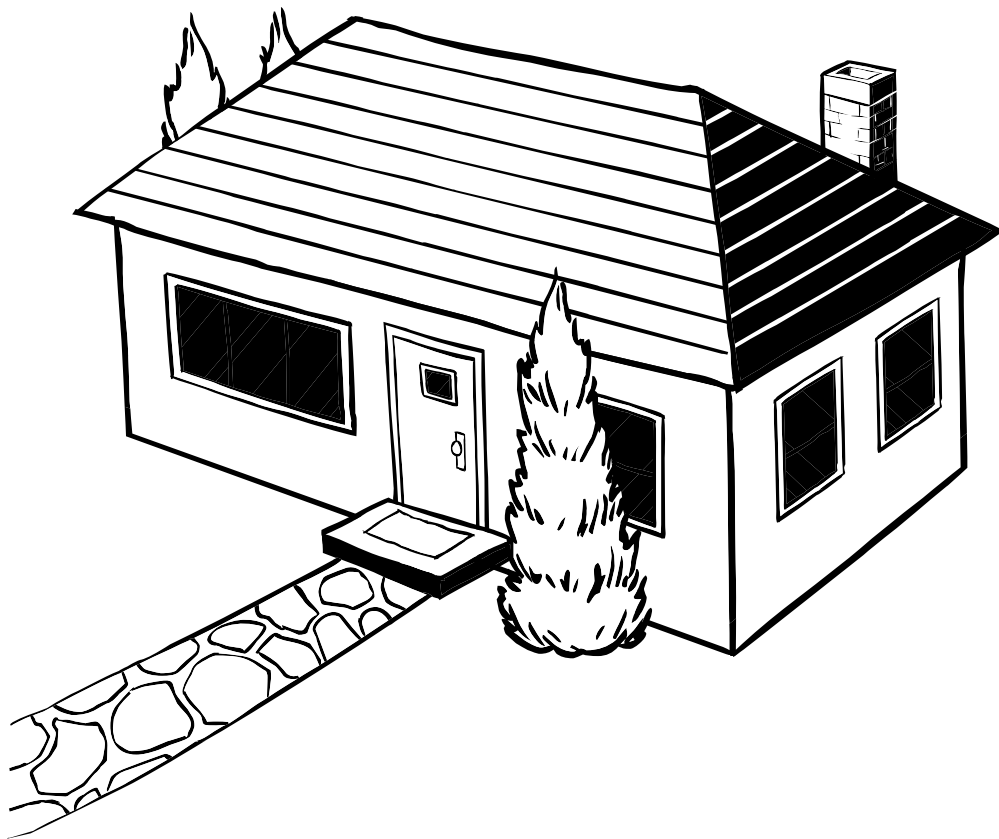
**bed**



**rug**

**pan**

**hug**





## 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**.

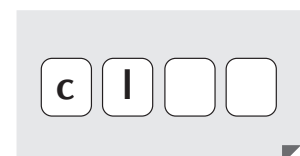
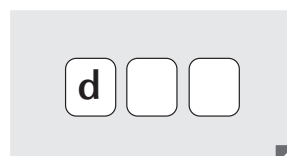
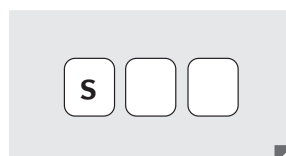
Let's look at this word. The vowel team **a-y** makes the long vowel sound /ā/.


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

 *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

 *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:

**p**

**l**

**d**

**t**

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

Use letter tiles **i-e** 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

*say* 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 **ai** 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 reinforce letter-sound correspondence for the vowel combination oo pronounced /ōō/, as in *cool*, and /ōō/, as in *cook*.

Syllables that contain the oo letter pattern are called vowel combination syllables. Knowledge of vowel combinations and this syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.

## TEACHER TIPS

Use the warm-up activity to see if any students are having difficulty distinguishing between the two sounds that oo makes. For example, some students may have a home language that does not include the /ōō/ sound. See Adaptations for strategies to improve auditory discrimination with these students.

Note that the pronunciation of some words containing the vowel combination oo varies. The words *roof*, *root*, and *broom*—generally pronounced with the /ōō/ sound—may, in some regions, be pronounced with the /ōō/ sound. Lexia uses the more common /ōō/ sound for these words, as does this lesson.

You may wish to extend the lesson with more oo words. See the word list at the end of this lesson.

## PREPARATION/MATERIALS

- Copies of the word cards at the end of this lesson (for display and for students)
- A copy of the 2 pictures at the end of this lesson (for display)
- Sticky notes

## Warm-up

**say** Before we start our lesson, let's play a game. I'm going to name some words, one at a time. I want you to listen for words that have this sound in the middle: /ōō/. The word *soon* has /ōō/ in the middle. Listen: /s/ /ōō/ /n/. Now listen as I say some words. Whenever you hear a word with /ōō/ in the middle, give a thumbs-up.

Demonstrate the thumbs-up signal. As you say words, stretch out the vowel sound so that students can clearly hear it (moōōoon, loōōook, loōōoose, etc). Words to say: **moon, look, loose, smooth, cook, good, food, shook, boot**

## Direct Instruction


**say** Today we're going to learn about the vowel combination o-o. When these vowels are found together in a word, they can make two different sounds /ōō/ or /ōō/. Both of these sounds are different from any of the long or short vowel sounds that you know.

Display the word **tool**.

**say** Let's look at this word. Point to oo. When the two vowels o-o come together, they can make the sound /ōō/. Run your finger under the word as you sound-blend /t/ /ōō/ /l/. The word is **tool**. A hammer is a useful **tool**.



Change the **l** at the end of tool to a **k** to make the word **took**.

 This word is took. Listen for the sound oo makes in took: /t/ /**ōō**/ /k/, **took**. The **o-o** makes the sound /**ōō**/ in **took**. Listen again: /t/ /**ōō**/ /k/.

The vowel combination **oo** can make two sounds, /**ōō**/ as in **tool** and /**ōō**/ as in **took**. If you see a word that contains the vowel combination **oo**, try both sounds and see which one makes sense.

You may want students to practice saying these two words and identifying the **oo** sound.


 The words **tool** and **took** are vowel combination syllables because they contain the vowel combination **oo**.

## Guided Practice

Display the word **foot**.


 Let's look at some more words together.

Have a student underline the vowel combination in the word. Point to **oo**.

 What two sounds can these letters make? (/**ōō**/ and /**ōō**/) Let's read the word with the sound /**ōō**/ /f/ /**ōō**/ /t/, f (**ōō**)t. Does that sound right? (**No**) Let's try it with the other sound that oo can make, /**ōō**/: /f/ /**ōō**/ /t/ **foot**. Yes, the word is **foot**.

Follow the same procedure for **spoon** and **book**.

Display the words **fool** and **foot**.

 I'm going to say one of these words. Then I'll point to each word. Give a thumbs-up when I point to the right word and a thumbs-down when I point to the wrong word. The word is **fool**.

After students have identified the **fool** card, sound out and read each word together.

Follow the same procedure for these word pairs: **book/boot**, **spoon/shook**.

## Independent Application

Have students work independently or in pairs. Display the pictures of a book and the moon to head up the two columns of a word sort. Have students name the pictures and identify the **oo** sound in each word (/**ōō**/ and /**ōō**/). Have students write the words on sticky notes to head up their own columns for sorting.

Provide each student or pair of students with a set of words cards containing words from the previous activity, shuffled together. (You might supplement these cards with the other **oo** word cards at the end of the lesson.)

Have students sort the words by the sound **oo** makes, /**ōō**/ as in **book** or /**ōō**/ as in **moon**. Once students have sorted their word cards, check to see that they have sorted them correctly. Have them take turns reading and spelling the words in each group.

## Wrap-up

Check students' understanding.

Hold up four **oo** word cards that include two /**ōō**/ and two /**oo**/ words. Have them pick, from these cards, two words that have one sound for **oo** and two cards that have the other sound. Have them identify the two sounds that **oo** makes.

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Some students may have trouble discriminating or saying /**ōō**/ words. They may say **good** as if it rhymes with **food**, for example. Practice the /**ōō**/ sound with these students:

- Have them watch your mouth as you say /**ōō**/ and watch themselves in the mirror as they echo this sound.
- Give them feedback on what to do with their mouth, tongue, and voice as they say /**ōō**/.

• Have them practice saying a variety of /**ōō**/ words. (See the word lists at the end of this lesson.)

• You might move on to phrases, having students practice saying **cook book**, **good brook**, and **took wood**.

**Option 2:** Modify the lesson so that you teach one sound for oo at a time. See the word lists at the end of the lesson for additional words to use. Then revisit the combined lesson.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Give pairs of students 16 index cards. Then:

- Dictate eight /**ōō**/ words and eight /**oo**/ words (see the word list at the end of this lesson). Have them write each word on a separate card.
- Check students' spellings and make corrections as needed.
- Have them shuffle their cards together and lay them out, face down, in a 4 X 4 grid.

**Option 2:** Students can then play Concentration, turning pairs of cards over and making pairs if the two words contain the same oo sound.

**Option 3:** Display some oo words from the word list at the end of this lesson. Have students come up with riddles for these words. For example:

- *What do you use to eat soup?* (**spoon**)
- *What word is the opposite of bad?* (**good**)
- *What is the weather like when you need to wear a jacket?* (**cool**)

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.®

## oo Words

### Single Syllable Words with oo /ōō/

boo	pool
boost	proof
booth	roof
broom	room
cool	shoo
food	shoot
fool	smooth
goo	soon
goof	spoon
hoop	stool
hoot	too
loop	tool
moo	tooth
moon	zoo
mood	zoom
noon	

### Single Syllable Words with oo /ōō/

book	hook
brook	look
cook	shook
crook	stood
foot	took
good	wood
hood	wool

### Compounds and Two-Syllable Words with oo /ōō/

bamboo	foolproof
bathroom	raccoon
bedroom	seafood
broomstick	shampoo
classroom	toolbox
igloo	toothpick

### Compound Words with oo /ōō/

bookcase	handbook
cookbook	notebook
dogwood	redwood



**foot**

**hoot**

**shook**

**fool**

**hook**

**spoon**

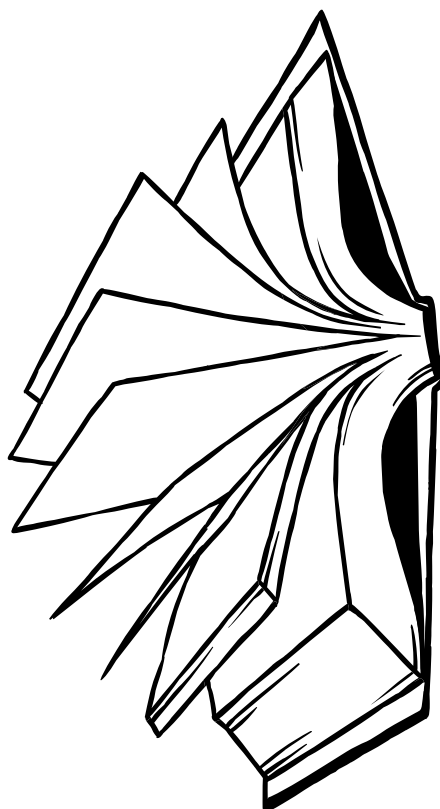
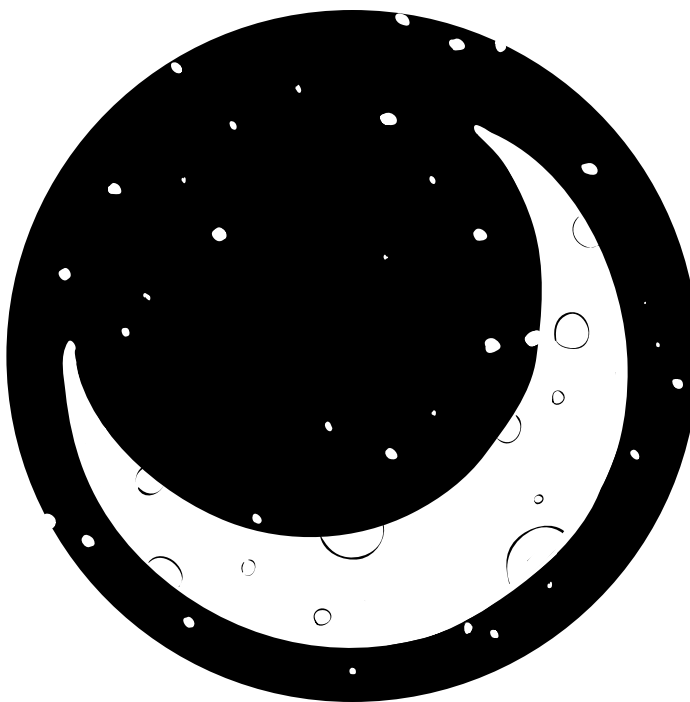


cook

good

cool

goof





## Description

This lesson is designed to reinforce letter-sound correspondence for the vowel combinations **ow** and **ou** pronounced /ou/, as in **cow** and **cloud**. Syllables that contain ow and ou letter patterns are called vowel combination syllables. Knowledge of vowel combinations and this syllable type will increase the student's ability to apply phonic word attack strategies for reading and spelling.

## TEACHER TIPS

Use the warm-up activity to see if any students are having difficulty with discriminating the /ou/ sound. For example, some students may have a home language that does not include the /ou/ sound. See Adaptations for strategies to improve auditory discrimination with these students.

The lesson is also extended to include comparison of the two sounds that **ow** makes, /ō/ and /ou/ in the Adaptations for Students Ready to Move On. For additional words, see the word list at the very end of the lesson.

The following steps show a lesson in which students decode and spell words with **ow** and **ou**. The lesson can be expanded by having students compare and contrast words containing **ow** and **ou** with words containing another vowel combination, such as **oa** (long vowel team) or **oy**.

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

## PREPARATION/MATERIALS

- Letter tiles
- A copy of the 18 word cards at the end of the lesson

## Warm-up

***say** Before we start our lesson, let's play a little game. I'm going to name two words at a time. I want you to give a thumbs-up if the two words have the same ending sound and a thumbs down if they have different ending sounds.*

Demonstrate the thumbs-up and thumbs-down signal. Then name the word pairs, one at a time. If students signal that both words have the same ending sound, for example, **how/cow**, say,

*“Yes, how/cow both end in /ou/.”*

Suggested word pairs: **how/cow** (ou), **say/to**, now/plow (ou), **toy/high**, **how/chow** (ou).

## Direct Instruction

***say** Today we're going to learn about the vowel combinations **o-w** and **o-u**. When these vowels are found together in a word, they can make the sound /ou/ which is different from any of the long or short vowel sounds that you know. We are going to focus on the /ou/ sound throughout this lesson.*

Display the word **cow**.


*Look at this word.*

Point to **ow**.

*When the two vowels come together in this word, they make the sound /ou/. Say the /ou/ sound with me.*

Model this sound for the students.

Run your finger under the word as you sound-blend /k/ /ou/.

 *The word is **cow**. The **cow** was on the farm.*

Follow the same procedure for o-u, using the word **count**. Then tell students:

 *The letters **o-w** and **o-u** can make the same sound, /ou/.*

*The combination **ow** can come anywhere in the word but **ou** usually comes at the beginning or in the middle of a word*

*The words **cow** and **count** are vowel combination syllables because they contain the vowel combination **ow** or **ou**.*

## Guided Practice

Display the word **clown**.

 *Let's look at some more words together.*

Point to **ow**.


 *What sound do these letters make? (/ou/)*

Have a student underline the vowel combination in the word.

 *Now let's read the word. (**clown**)*

Follow the same procedure for **howl**, **couch**, and **loud**.

Display the word cards for **clean** and **clown**.

 *I'm going to say one of these words. Then I'll point to each word. Give a thumbs-up when I point to the right word and a thumbs-down when I point to the wrong word. The word is **clown**.*

After students have identified the **clown** card, sound out and read each word together.

Follow the same procedure for these word pairs: **loud/laid**, **heel/howl**, **couch/catch**.

After students have identified the correct card, sound out and read each word together.

Follow the same procedure for these word pairs: **cliff/cloud**, **mouth/mail**, and **deep/down**. Students should do a thumbs-up for **cloud**, **mouth**, and **down**.

## Independent Application

Have students work independently or in pairs. Provide each student or pair of students with a set of words cards containing words from the previous activity, shuffled together. (You might supplement these cards with the other /ou/ word cards at the end of the lesson.)

Have students go through the cards and take out any words that do not contain the /ou/ sound. Encourage them to say this sound as they look at each word on a card to help them remember the sound they are looking for.

Check to see that they have removed the correct words (**catch**, **clean**, **heel**, **laid**).

Then have students sort the remaining words by their spelling of the /ou/ sound.




Once students have sorted their word cards, check to see that they have sorted them correctly into **ow** and **ou** words. Have them take turns reading and spelling the words in each group.

## Wrap-up

Check students' understanding.

Display **ou** and **ow**.


 *What sound do these two vowel combinations make? (/ou/)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Some students may have trouble discriminating or saying the /ou/ sound. Have students listen to these sounds to decide if they are the same or different.

 *I want you to give a thumbs-up if the two sounds are the same and a thumbs-down if they are different: /ou/, /long a/; /ou/, /ou/; /long e/, /ou/; /long o/, /ou/; /ou/, /ou/.*

Cue students to watch your mouth as you make these sounds to help them decide if the sound is the same or different.

**Option 2:** Modify the lesson so that you teach one vowel combination at a time. First teach **ow** making the /ou/ sound. Then teach the vowel combination **ou**. See the word lists at the end of the lesson for additional words to use. Once students have practiced each vowel combination separately, revisit the combined lesson.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Extend this lesson to include the two sounds that **ow** makes, /ō/ and /ou/. Tell them that while ow sometimes makes the /ou/ sound, it can also make the long **o** sound. Write the words **crow** and **cow** for the students and have them tell you the sound ow makes in each word. Then write the word **bow** for the students. Talk about how the ow can make both the /ou/ sound and the /ō/ sound in this word, depending on the meaning of the word. Have students come up with a sentence for each meaning (e.g., Take a **bow**; Tie the **bow**).

**Option 2:** Write these words on index cards: **sun, out, town, side, with, rain, snow, bow, plow, grow, and down**. Then:

Remind students that **ow** can make the long **o** sound or the /ou/ sound, but that **ou** makes the /ou/ sound.

Distribute the cards to students.

Have them decide which words they can combine to make a real word (**rainbow, sundown, downtown, outside, without, outgrow, snowplow**) and use the word in a sentence. They may use some words more than once.

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®**.

## ow, ou- Words

### Single Syllable Words with ow /ō/

blow	low
blown	own
bow	row
bowl	show
crow	shown
flow	slow
flown	snow
glow	throw
grow	thrown
grown	tow
growth	

### Single Syllable Words with ow /ou/

bow	gown
brown	growl
chow	how
clown	howl
cow	now
crowd	owl
crown	plow
down	scowl
drown	town
fowl	wow
frown	

### Single Syllable Words with ou /ou/

bound	out
cloud	pouch
couch	pound
crouch	pout
foul	proud
found	round
ground	scout
hound	shout
loud	sound
mound	south
mouth	spout
noun	sprout
ouch	trout

### Compounds and Two-Syllable Words with ow or ou

bowling	rainbow
compound	rowboat
counsel	roundtrip
countdown	roundup
cowlick	shadow
discount	showoff
downhill	slowpoke
downtown	snowflake
drowsy	snowman
elbow	snowplow
fellow	soundtrack
follow	southeast
groundhog	southwest
grownup	sundown
inbound	towel
outbound	uptown
outfit	vowel
outside	window
outgrow	without
pillow	yellow
pronoun	



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**catch**

**clown**

**growl**

**brown**

**clean**

**couch**



**howl**

**loud**

**shout**

**heel**

**laid**

**round**



**cloud**

**mail**

**down**

**cliff**

**mouth**

**deep**