

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

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Description

This lesson is designed to reinforce letter-sound correspondence for the vowel combinations *oi* and *oy* pronounced /oi/, as in *coin* and *boy*. Syllables that contain *oi* and *oy* 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 /oi/ sound. For example, some students may have a home language that does not include the /oi/ sound. See Adaptations for strategies to improve auditory discrimination with these students.

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

This lesson may also be extended with more *oi* and *oy* words. See the word list at the end of the lesson.

PREPARATION/MATERIALS

- Letter tiles
- Copies of the word cards at the end of this lesson (for display and for students)

Warm-up

say Before we start our lesson, let's play a game. I'm going to say two words. 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. Word pairs to use: **toy/boy, pay/too, boy/joy, high/no, toy/soy, toe/key**

Direct Instruction

say Today we're going to learn about the vowel combinations **o-i** and **o-y**. When these vowels are found together in a word, they make the sound /oi/, which is different from any of the long or short vowel sounds that you know.

Display the word **joy**. Point to **oy**.

Let's look at this word. When the two vowels o-y come together, they make the sound /oi/.

Run your finger under the word as you sound-blend /j/ /oi/.

The word is joy. Her face was filled with joy.

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

The letters o-y and o-i make the same sound, /oi/. Oy usually comes at the end of the word, and oi usually comes at the beginning or in the middle of a word. The words joy and join are vowel combination syllables because they contain the vowel combinations oi and oy.

Guided Practice

Display the word **boy**. Point to **oy**.


 *Let's look at some more words together. What sound do these letters make? (/oi/)*

Have a student underline the vowel combination in the word.

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

Follow the same procedure for **moist**, **toy**, and **spoil**.

Display the words cards **ball** and **boy**.

 *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 **boy**.*

After students have identified the **boy** card, sound out and read each of the words together.

Follow the same procedure for these word pairs: **moist/mist**, **try/toy**, **spill/spoil**. Students should give a thumbs-up for **moist**, **toy**, and **spoil**.

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.


Have students go through the cards and take out any words that do not contain the /oi/ 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 (**ball**, **mist**, **spill**, **try**).

Then have students sort the remaining words by their spelling of the /oi/ sound. Check to see that they have sorted them correctly into **oy** and **oi** words. Point out that the **oy** usually comes at the end of the word. Have them take turns reading and spelling the words in each group.

Wrap-up

Check students' understanding. Display **oi** and **oy**.

 *What sound do these two vowel combinations make? (/oi/) Which one usually comes at the end of a word? (**oy**)*

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

***say** I want you to give thumbs-up if the two sounds are the same and a thumbs-down if they are different:*

/oi/ and /ā/
/oi/ and /oi/
/oi/ and /ē/
/oi/ and /ō/
/oi/ and /oi/

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

Then have students listen to and repeat words that contain these vowel combinations with emphasis on the sound /oi/. (See the word lists at the end of this lesson.)

You might move on to phrases, having students practice saying **boiling oil**, **toy coin**, **point to Roy**, and **boy's joy**.

Option 2: Modify the lesson so that you teach one vowel combination at a time. First teach **oy** and then **oi**. 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

Give students words from the word list at the end of the lesson. Have them sort the words into oi-oy columns, read them, and write them to dictation.

Then have students come up with riddles to ask one another that have an oi or oy word as the answer. For example: **This is another word for dirt. Plants grow in it.** (soil)

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®**.

oi, oy Words

Single Syllable Words with oi

boil	joint
broil	moist
coil	oil
coin	point
foil	soil
join	spoil

Single Syllable Words with oy

boy	Roy
coy	soy
joy	toy
ploy	

Compounds and Two-Syllable Words with oi or oy

annoy	enjoy
destroy	joyful
oilcloth	oyster
soybean	pointless
topsoil	poison
cowboy	

boy

joy

moist

ball

coin

mist

point

soy

spill

spoil

toy

try



Description

This lesson is designed to reinforce letter-sound correspondence for the vowel combination ea pronounced /ē/, as in *head*. Students learned in an earlier level that ea can make the /ē/ sound, as in *leaf*. By learning the short e pronunciation as well, students will know both commonly occurring letter-sound associations for ea. Syllables that contain the ea 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

The following steps show a lesson in which students decode and spell words where ea makes the /ē/ sound. The lesson can be expanded with more words where ea makes the /ē/ sound or with words that contrast both letter-sound associations for ea, /ē/ and /ĕ/. See the word list at the end of the lesson.

PREPARATION/MATERIALS

- Letter tiles
- Copies of the word cards at the end of this lesson (for display and for students)

Direct Instruction

say Today we're going to learn about the vowel combination **e-a**. When these vowels are found together in a word, they create a vowel combination that has two different sounds.

Display the word **heal** using letter tiles.

*Let's look at this word, **heal**. The **e-a** in **heal** makes the long **e** sound, /ē/. Today you're going to learn another sound that **e-a** can make.*

Change the letter tile **l** in the word **heal** to **d** to make the word **head**.

*/h/ /ē/ /d/, **head**. This word is **head**. In this word the **e-a** makes the sound /ē/, the short sound for **e**. So, **e-a** makes two sounds, long **e** and short **e**.*

Guided Practice

say Today we're going to work with other words where **e-a** makes the short **e** sound, /ĕ/.

Display the word **spread**. Point to **ea**.

Let's read this word together. What sound do these letters make? /ĕ/


Have a student underline the vowel combination in the word.

Now let's read the word. (spread)

Follow the same procedure for **meant** and **threat**. Then tell students:

*The words **spread**, **meant**, and **threat** are vowel combination syllables because they contain the vowel combination **ea**.*

Display the word cards for **speed** and **spread**.

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

After students have identified the *spread* card, sound out and read each of the words together.

Follow the same procedure for these word pairs: **meant/meet, threat/three, deed/dead**. Students should give a thumbs-up for **meant, threat, and dead**.

Independent Application

Have students work independently or in pairs. Provide a set of word cards (**sled, spread, meant, sent, threat, pet**) for each student or pair of students to manipulate. Shuffle the word cards together and distribute them to students. Have them read the words and group the words that rhyme together.

When they are done, they should have three groups: **sled, spread; meant, sent;** and **threat, pet**. Discuss the different spelling patterns for the short **e** sound. Then have students take turns spelling the words in each group.

Wrap-up

Check students' understanding. Display the vowel combination **ea**.

Ask students what two sounds the vowel combination **e-a** can make. (/ě/ and /ě/)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Using the list at the end of the lesson, create word cards for the words where **ea** says /ě/. Have students underline the vowel combination **ea**, say the sound, and then read the word. Cycle through these words with students until they can read them easily and accurately.

Start with simple words, such as **head, dead, deaf**, and move on to words with blends and digraphs, such as **breath, threat, spread**.

Be sure that students understand the meanings of all the words. Use them in a sentence to provide context.

FOR STUDENTS READY TO MOVE ON

Option 1: Display **read** and **lead**. Explain that e-a in these words can make either the long e or the short e sound. Present each word and discuss the meaning with students. For example:

You **read** (long e) a book now.

You **read** (short e) a book yesterday.

You **lead** (long e) the class outside when you go first.

Lead (short e) is a gray-colored metal.

Have students create sentences for each of these **ea** words.

Option 2: Give students words on index cards containing the vowel combination ea where it makes the long e or the short e sound. Shuffle the cards together and have students sort them into groups based on the sound of ea. Suggested words: **meant, head, spread, threat; neat, speak, cream**. (Also, see the word lists at the end of the lesson.)

When students are done, have them read and write the words in each list. You might challenge them to use pairs of words from their sort in the same oral sentence.

ea Words

Single Syllable Words with ea /ě/

bread	death	spread	tread
breath	head	sweat	wealth
dead	health	thread	
deaf	meant	threat	

Single Syllable Words with ea /ē/

beach	each	meat	speak
bead	eat	neat	squeak
beak	flea	pea	squeal
beam	gleam	peach	steal
bean	heal	peak	steam
beast	heap	pleat	streak
beat	heat	preach	stream
bleach	leaf	reach	tea
cheap	leak	read	teach
cheat	lean	scream	team
clean	leap	sea	treat
creak	leash	seal	tweak
cream	least	seam	weak
deal	meal	seat	wheat
dream	mean	sneak	yeast

Compounds and Two-Syllable Words with ea /ě/ or ea /ē/

breadbox	heaven	easy	retreat
deadline	heavy	leapfrog	season
headband	ready	mealtime	seacoast
headdress	steady	meatloaf	seaside
headline	wealthy	meantime	steamboat
headstand	beneath	mislead	steamy
instead	cleanup	mistreat	teacup
redhead	creamy	oatmeal	teapot
sweatband	daydream	peanut	teaspoon
healthy	easel	reason	unreal



dead

meant

pet

bed

deed

meet



sled

spread

three

sent

speed

threat



Description

This lesson is designed to reinforce letter-sound correspondence for the vowel combination *igh* pronounced /ī/, as in **high** and **night**. Syllables that contain the *igh* 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

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

PREPARATION/MATERIALS

- Letter tiles
- Copies of the word cards at the end of this lesson (for display and for students)

Direct Instruction

say Today we're going to learn about the vowel combination **i-g-h**. When these letters are found together in a word, they make the long **i** sound. This vowel combination is different than others you have learned because it contains a vowel **i** and two consonants **g-h**.

Display the word **high**.

Look at this word.

Point to the **igh**.

When these letters come together in this word, they make the sound /ī/. Say the /ī/ with me.

Model this sound for the students. Run your finger under the word as you sound-blend the /h/ /ī/.

*The word is **high**. I could not reach the **high** shelf.*

Display the word **night**.

Look at this word.

Point to the **igh**.

Remember, when these letters come together in a word, they make the sound /ī/. Say the /ī/ with me.

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

*The word is **night**. The vowel combination **i-g-h** is often followed by **t** at the end of words.*

Point to the **igh** and then the **t** in this word.

*The words **high** and **night** are vowel combination syllables because they contain the vowel combination **igh**.*

Guided Practice

Work with students to build **-igh** and **-ight** words, using letter tiles and the **igh** card. Display the **igh** card.

say We're going to build some words that end with the vowel combination **i-g-h** or the vowel combination **i-g-h** plus **t**.

Put an **s** in front of **igh** to make **sigh**. Sound out the word with students, and have them blend the sounds to say the word. After they say **sigh**, ask students to **sigh** with you.

Then add a **t** to the end of **sigh** to make **sight**. Again, sound out the word for students, and have them blend the sounds. This time, ask students to point to their eyes as they say **sight**.

Start with **igh** again and build **light**, **flight**, **fright**, and **fight**. Each time, have students sound out the word with you, and then have them blend the sounds to make the word. Be sure that students understand the meaning of these words.

Independent Application

Have students work independently or in pairs. Provide a set of word cards from the end of the lesson for each student or pair of students to manipulate. Shuffle the word cards together and give them to students. Have them sort the words into rhyming groups: /ī/ or /īt/. (**tie, die, high, sigh; bite, kite, white, fright, light, sight**) Then have them sort each group by spelling (**ie** and **igh; ite** and **ight**).

When they have finished sorting, have them read the words in each group.

Wrap-up

Check students' understanding. Display **igh**.

say What sound does this vowel combination make? (/ī/)

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


Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: The following activity uses a word strip (see reproducible at end of this lesson) to create words with **igh**. Letter tiles may also be used.

Print the reproducible at the end of this lesson. Cut as indicated by dotted lines. You will end up with two long strips, one short strip, and a card with slits cut into it. The strips will be pulled through the card slits to build words.

Begin by pointing out the **i-g-h** and the highlighted **i**.

 *This **i** will help you remember that **i-g-h** makes the /ī/ sound.*

Sound out each word that you build (**bright, fight, flight, fright, high, light, might, night, right, sigh, sight, tight**). Have students echo you.

Discuss the meaning of each word.

Then point to the **i**.

 *What sound does **i-g-h** make? (/ī/)*

FOR STUDENTS READY TO MOVE ON

Option 1: Assign each student one of these words: **light, high, night, flight, bright, fright, right, lightning, nightlight**. Divide two-syllable words with students if necessary. Have the student write the word on an index card, underline the **igh** in the word, and read the word aloud. Then, have the student draw a picture to illustrate the meaning of the word on the other side of the card. When they are done, ask the student to read the word to a partner and explain what the picture shows. Challenge students to see if they can come up with another picture that shows a different meaning for these words: **light, right, bright**.

Option 2: Students sometimes get confused about the sequence of letters in **ight** words, often spelling them **igth** because they are familiar with seeing the digraph **th** at the end of words. On index cards, write words that end with **th** and words that end with **ight**, one per card. Have students highlight the **th** or the **ht** in each word. Then use them as flash cards and have students read each word. Possible words to use: **bath, fight, might, with, moth, night, right, path, light**

Once students are comfortable reading these words, dictate them and have students spell them. Have them refer to their index cards if they need help spelling the words.

igh Words

Single Syllable Words with igh

bright	night
fight	right
flight	sigh
fright	sight
high	slight
light	thigh
might	tight

Compounds and Two-Syllable Words with igh

nightlight	lightning
nightmare	midnight
nighttime	sightseeing
highlight	tightrope
insight	



die

high

light

bite

fright

kite



sigh

sight

tie

white

igh



br

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f

m

fl

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fr

r

h

s

t

igh

i

**WORD STRIP
PIECES FOR
ADAPTATIONS
SECTION**



Description

This lesson is designed to reinforce letter-sound correspondence for the vowel combination *eigh* pronounced /ā/, as in *eight* and *sleigh*. Syllables that contain the *eigh* 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

The following steps show a lesson in which students decode and spell words with *eigh*. The lesson can be expanded by having students compare and contrast words containing *eigh* with words containing another vowel combination, such as *oa* (long vowel team) or *oy*. Because there are very few words with the *eigh* spelling pattern, there is no word list at the end of this lesson.


PREPARATION/MATERIALS

- Letter tiles
- Copies of the word cards at the end of this lesson (for display and for students)

Direct Instruction

 Today we're going to learn about the vowel combination **e-i-g-h**. When these letters are found together in a word, they make the long **a** sound. This vowel combination is different than others you have learned because it contains two vowels (**e** and **i**) and two consonants (**g** and **h**).

Display the word **neigh**. Point to the **eigh**.

 Look at this word. When these four letters come together in this word, they make the sound /ā/. Say the sound /ā/ with me.


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

 The word is **neigh**. The sound made by a horse is **neigh**.


Display the word **eight**. Point to the **eigh**.

 Look at this word. Remember, when these letters come together in this word, they make the sound /ā/. Say the /ā/ with me.

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

 The word is **eight**. The vowel combination **e-i-g-h** is sometimes followed by **t** at the end of words.

Point to the **eigh** and then the **t** in this word.

 The words **neigh** and **eight** are vowel combination syllables because they contain the vowel combination **eigh**.

Guided Practice

Work with students to build **-eigh** and **-eight** words, using letter tiles and the **eigh** card.

Display the **eigh** card.

say We're going to build some words that end with the vowel combination **e-i-g-h** or the vowel combination **e-i-g-h** plus **t**.

Put a **w** in front of **eigh** to make **weigh**. Sound out the word with students and have them blend the sounds to say the word.

Then add a **t** to the end of **weigh** to make **weight**. Again, sound out the word for students and have them blend the sounds.

Start with **eigh** again and build **sleigh** and **freight**. Each time, have students sound out the word with you and then have them blend the sounds to make the word. Be sure that students understand the meaning of these words.

Display the word cards for **with** and **weight**.

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. Give a thumbs-down when I point to the wrong word. The word is weight. After students have identified the weight card, sound out and read each word together.

Follow the same procedure for these word pairs: **sleigh/sling**, **fifth/freight**, **weigh/witch**

Independent Application

Have students work independently or in pairs. Provide a set of word cards from the end of the lesson for each student or pair of students to manipulate. Remove the word cards *with*, *sling*, *fifth*, and *witch*, and then shuffle the rest of the cards together. Give them to students. Have them sort the words by sound, grouping words that rhyme together.

When they are done, they should have two groups representing /āt/ and /ā/: **eight, gate, weight, freight, state; neigh, weigh, sleigh, day, clay**. Have them read the words in a given group.

You might also have students sort each group by the spelling (**-ate, -eight; -eigh, -ay**).

Wrap-up

Check students' understanding. Display **eigh**.

say What sound does this vowel combination make? (/ā/)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

The following activity uses a word strip (see reproducible at end of this Lesson) to create words with **eigh**. Letter tiles may also be used.

Print the reproducible at the end of this lesson. Cut as indicated by dotted lines. You will end up with two long strips, one short strip, and a card with slits cut into it. The strips will be pulled through the card slits to build words.

Begin by pointing out the **e-i-g-h**.

Sound out each word that you build (**eight, weigh, weight, sleigh, freight, neigh**). Have students echo you.

Discuss the meaning of each word and use each word in a sentence.

Then point to the **eigh**.

 So what sound does **e-i-g-h** make? (/ā/)

FOR STUDENTS READY TO MOVE ON

Using index cards, have students create word cards, one word per card: **came, ate, shake, way, play, stay, mail, pain, wait**. Shuffle these cards together with three **eigh** word cards: **weigh, weight, and eight**.

Then ask students to sort the words by their long a spellings. (They should end up with four groupings: **a_e, ay, ai, and eigh**.)

Ask them to read each word in a group and tell what letters spell long a in this word.

Have them look for any words that sound the same but are spelled differently. They should find three pairs: **ate/eight, way/weigh, and wait/weight**. Challenge them to use each word in the same sentence.

*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.®*

day

freight

gate

clay

eight

fifth

sleigh

state

weight

neigh

sling

weigh

with

witch



w

sl

fr

n

t

t

right

**WORD STRIP
PIECES FOR
ADAPTATIONS
SECTION**



Description

This lesson is designed to reinforce letter-sound correspondence for the vowel combinations *ue* and *ew* pronounced /ōō/ as in *true* and *crew*. Syllables that contain *ue* and *ew* 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

This lesson can be extended to cover *ue* and *ew* pronounced /yōō/ as in *cue* and *few*. See the word list at the end of this lesson. You can also use these word lists to contrast both sounds for *ue* and *ew* in the same lesson.

PREPARATION/MATERIALS

- Letter tiles
- Copies of the word cards at the end of this lesson (for display and for students)

Direct Instruction

say Today we're going to learn about the vowel combinations **u-e** and **e-w**. When these vowels are found together in a word, they make the sound /ōō/.

Display the word **due**.

Look at this word. Point to ue. When these two vowels come together in this word, they make the sound /ōō/. Say the /ōō/ sound with me.

Model this sound for the students. Run your finger under the word as you sound-blend /d/ /ōō/.

*The word is **due**. Your homework is **due** tomorrow.*

Follow the same procedure for **e-w**, using the word **new**. Then tell students:

*The letters **e-w** and **u-e** make the same sound, /ōō/. The vowel combinations **ue** and **ew** usually come at the end of the word. When you see a word that contains **u-e** or **e-w**, try the /ōō/ sound, to see if it makes a word that fits. The words **due** and **new** are vowel combination syllables because they contain the vowel combinations **ue** and **ew**.*

If you wish to bring in /yōō/ words, such as **cue** and **few**, revisit the same lesson script and mix in appropriate words from the word list at the end of the lesson.

Guided Practice

 *Now we're going to work together with other words that contain the /ōō/ sound.*

Display the word **blue**.

 *Let's look at this word.*

Point to **ue**.


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

Have a student underline the vowel combination in the word.

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

Follow the same procedure for **true**, **new**, and **grew**.

Display the words cards **blue** and **blow**.

 *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 **blue**.*

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

Follow the same procedure for these word pairs: **new/no**, **tree/true**, **grew/grab**. Students should do thumbs-up for the words **new**, **true**, and **grew**.

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.


Have students go through the cards and take out any words that do not end with the /ōō/ 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 (**blow**, **no**, **tree**, **grab**).

Then have students sort the remaining words by their spelling of the /ōō/ sound. Check to see that they have sorted them correctly into **ew** and **ue** words. Have them take turns reading and spelling the words in each group.

Wrap-up

Check students' understanding. Display **ue** and **ew**.

 *What sound do these two vowel combinations make? (/ōō/) Where do they often come in the word? (at the end)*


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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Assemble all the **ew** and **ue** word cards. Then:

Point to the target combination (**ew** or **ue**).

 **e-w** (or **u-e**) says /ōō/.

Have students echo you.

Have students underline the vowel combination and repeat its sound.

Sound-blend the word on the card, pointing to each consonant, one at a time and to **ew** or **ue**. Have students echo you.

Cycle through the cards until students can easily read the words on their own.

FOR STUDENTS READY TO MOVE ON


Option 1: Choose some *ue* and *ew* words from the lesson and from the word list at the end of this lesson, discuss meaning, and have students create oral sentences for the words. Challenge them to use two of these words in the same sentence.

Option 2: Display various *ue* and *ew* words (see the word list at the end of this lesson). Have students take turns coming up with oral riddles for one of these words. For example:

What word means something that is sticky?
(glue)

What word names something you can eat?
(stew)

Option 3: Point out that some **ue** and **ew** words sound the same but are spelled differently and have different meanings. Display the words **blue** and **blew**. Sound out both words with students and sound-blend together. Point to **blue**.

 The word **blue** describes the sky and the ocean.

Point to the word **blew**.

 This is what the wind did, it **blew**.

Ask students use each word in an oral sentence.

Follow a similar procedure for *due* (describes something that will happen soon, such as when students are due home) and *dew* (water drops on the grass in early morning).

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®**.

ue, ew Words

Single Syllable Words with ue /oo/

blue	glue
clue	Sue
due	true

Single Syllable Words with ue /yoo/

cue

Single Syllable Words with ew /oo/

blew	grew
chew	new
crew	screw
dew	shrew
drew	stew
flew	threw

Single Syllable Words with ew /yoo/

few
mew

Compounds and Two-Syllable Words with ue or ew

gluestick	jewel
rescue	mildew
value	newscast
brand-new	renew
cashew	withdrew



blue

clue

due

blow

chew

drew



grab

no

true

grew

new

tree



Description

This lesson is designed to reinforce letter-sound correspondence for the vowel combination *ie* pronounced /ē/, as in *field*. Students learned in an earlier level that *ie* can make the /ī/ sound, as in *pie*. By learning the long e pronunciation as well, students will know both commonly occurring letter-sound associations for *ie*. Syllables that contain the *ie* 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

The following steps show a lesson in which students decode and spell words where *ie* makes the /ē/ sound. The lesson can be expanded with more words where *ie* makes the /ē/ sound or with words that contrast both letter-sound associations for *ie*, /ē/ and /ī/. See the word list at the end of the lesson.


PREPARATION/MATERIALS

- Letter tiles
- Copies of the word cards at the end of this lesson (for display and for students)


Direct Instruction

 Today we're going to learn about the vowel combination **i-e**. When these vowels are found together in a word, they create a vowel combination that has two different sounds.


Display the word **tie** using letter tiles.

 Let's look at this word, **tie**. The **i-e** in **tie** makes the long **i** sound, /ī/. Today you're going to learn another sound that **i-e** can make.

Add letters to the word **tie** to make the word **thief**.

 /th/ /ē/ /f/, **thief**. This word is **thief**. In this word the **i-e** makes the sound /ē/, the long sound for **e**. So, **i-e** makes two sounds, long **i** and long **e**.

Guided Practice

 Today we're going to work with other words where **i-e** makes the long **e** sound, /ē/.

Display the word **field**. Point to **ie**.

 Let's look at this word. What sound do these letters make? (/ē/)


Have a student underline the vowel combination in the word.

 Now let's read the word: **field**.

Follow the same procedure for **brief**, **shriek**, and **yield**. Then tell students,

 The words **field**, **brief**, **shriek**, and **yield** are vowel combination syllables because they contain the vowel combination **ie**.

Display the word cards for **fed** and **field**.

 I'm going to say one of these words. Then I'll point to each word. I want you to give a thumbs-up when I point to the right word and give a thumbs-down when I point to the wrong word. The word is **field**. After students have identified the field card, sound out and read each word together.

Follow the same procedure for these word pairs: **brief/beef, shriek/shred, yield/yelled**.

Independent Application

Have students work independently or in pairs. Provide a set of word cards for each student or pair of students to manipulate. Use all the word cards at the end of the lesson except *yelled*. Shuffle the word cards together and distribute them to students. Have them read the words and group the words that rhyme together.

When they are done, they should have four groups: **fed, shred; brief, thief, beef, leaf; shriek, week, speak, peek; field, yield, peeled, sealed**. Discuss the different spelling patterns for the long e sound. Then have students take turns spelling the words in each group.

Wrap-up

Check students' understanding. Display the vowel combination *ie*.

Ask students what two sounds the vowel combination **i-e** can make. (/ī/ and /ē/)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Using the list at the end of the lesson, create word cards for the words where **ie** says /ē/. Have students underline the vowel combination **ie**, say the sound, and then read the word. Cycle through these words with students until they can read them easily and accurately.

Start with simple words, such as **brief, chief, field**, and move on to more difficult words such as **shriek, thief, yield, niece**. Once students have had practice with these words, revisit the lesson.

Be sure that students understand the meanings of all the words. Use them in sentences to provide context.

FOR STUDENTS READY TO MOVE ON

Option 1: Give students words on index cards containing the vowel combination **ie** where it makes the long **e** or the long **i** sound. Shuffle the cards together and have students sort them into groups based on the sound of **ie**. Suggested words are **brief, grief, shriek, yield; lie, dries, cried, spied**. Also, see the word lists at the end of the lesson.

Option 2: Create word cards with various spellings for long **e**, including **ie**. Examples include **be, me, she, green, tree, sheet, mean, leaf, beach, chief, field, shield**. Then direct students to shuffle the cards and sort them into the four different spellings for long **e**. When they are done, have them read aloud and spell the words in each list.

When students are done, be sure that they understand the meanings of all the words. Have them read and write the words in each list. You might challenge them to use pairs of words from their sort in the same oral sentence.

*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.®*

ie Words

Single-Syllable Words with ie /ē/

brief	pierce
chief	pier
field	shield
fierce	shriek
grief	thief
niece	yield
piece	

Single-Syllable Words with ie /ī/

cried	pies
cries	pried
die	pries
died	skies
dies	spied
dried	spies
dries	tie
flies	ties
fried	tried
fries	tries
lie	vie
lies	vies
pie	vied

Compounds and Two-Syllable Words with ie /ē/ or ie /ī/

backfield	hogtie
briefcase	magpie
infield	necktie
windshield	potpie
belief	relied
believe	replied
doggie	retie
lassie	untie
relief	
relieve	
sweetie	



brief

field

peek

beef

fed

leaf



sealed

shriek

thief

peeled

shred

speak



week

yield

yelled



Description

This lesson is designed to reinforce letter-sound correspondence for the vowel combinations **aw** and **au** pronounced /ô/, as in *haul* and *lawn*. Syllables that contain **aw** and **au** 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 distinguishing the /ô/ sound from other vowel sounds. See Adaptations for strategies to improve auditory discrimination with these students.

This lesson may also be extended with more **au** and **aw** words. See the word list end of the lesson.

PREPARATION/MATERIALS

- Letter tiles
- Copies of the word cards at the end of this lesson (for display and for students)

Warm-up

say Before we start our lesson, let's play a game. I'm going to say two words. I want you to give a thumbs-up if the two words rhyme and a thumbs-down if they do not rhyme.

Demonstrate the thumbs-up and thumbs-down signal. Then name the word pairs, one at a time. Word pairs to use: **claw/how**, **pause/cause**, **launch/punch**, **shawl/haul**, **drawn/lawn**, **fault/belt**

Direct Instruction

say Today we're going to learn about the vowel combinations **a-w** and **a-u**. When these vowels are found together in a word, they make the sound /ô/.

Display the word **law**. Point to **aw**.

Look at this word. When these two vowels come together in this word, they make the sound /ô/. Say the /ô/ sound with me.

Model this sound for the students. Run your finger under the word as you sound-blend /l/ /ô/.

The word is law. The government passed a law.

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

The letters a-w and a-u make the same sound: /ô/. The vowel combination a-w can come anywhere in the word, but a-u usually comes at the beginning or in the middle of a word. The words law and haul are vowel combination syllables because they contain the vowel combination a-w or a-u.


Guided Practice

 *Now we're going to work together with other words that contain the (/ô/) sound.*

Display the word **jaw**.

 *Let's look at this word.*

Point to **aw**.


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

Have a student underline the vowel combination in the word.

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

Follow the same procedure for **launch**, **fault**, and **bawl**.

Display the words cards **jay** and **jaw**.

 *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 **jaw**.*

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

Follow the same procedure for these word pairs: **fault/feet**, **bail/bawl**, **launch/lunch**. Students should give a thumbs-up for **fault**, **bawl**, and **launch**.

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 /ô/ word cards at the end of the lesson.)


Have students go through the cards and take out any words that do not contain the /ô/ 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 (**jay**, **feet**, **bail**, **lunch**). Then have students sort the remaining words by their spelling of the /ô/ sound.

Check to see that they have sorted them correctly into **aw** and **au** words. Have them take turns reading and spelling the words in each group.

Wrap-up

Check students' understanding. Display **au** and **aw**.

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Some students may have trouble discriminating or saying the /ô/ words. Practice the /ô/ sound with these students:

- Have them watch your mouth as you say /ô/ 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 /ô/.
- Have them practice saying a variety of /ô/ words. (See the word list at the end of this lesson.)

You might move on to phrases, having students practice saying **hawks squawk**, **Paul's fault**, **fawn on a lawn**, and **draw paws**.

Option 2: Teach one vowel combination at a time. First teach **aw** and then **au**. 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: Dictate these words to students, and have them write them on index cards, one word per card: **saw** (4 cards), **hand**, **jig**, **see**, **dust**. Then:

- Direct students to figure out how they can create new words by combining **saw** with each of the other words. (possibilities: **handsaw**, **jigsaw**, **seesaw**, **sawdust**)
- Have them read aloud each compound word they have formed.
- Discuss meanings. If students don't know what **handsaw** or **sawdust** mean, have them use the two words in the compound to figure out what the word might mean.

Option 2: Shuffle the **au/aw** word cards together. Have each student or student pair choose two cards. Challenge them to use the two words in a sentence that becomes the caption to a picture. (You may wish to supplement with other **au/aw** words from the list at the end of the lesson.) Have students read their sentences aloud and share their drawings.

*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.®*

au, aw Words

Single Syllable Words with au

fault
haul
haunt
launch
Paul
taunt
vault

Single Syllable Words with aw

bawl	lawn
caw	paw
claw	raw
crawl	saw
dawn	scrawl
draw	shawl
drawn	squawk
fawn	straw
hawk	thaw
jaw	yawn
law	

Compound and Two-Syllable Words with au or aw

coleslaw	August	awful
handsaw	auto	awning
jawbone	laundry	drawing
jigsaw	laurel	scrawny
rawhide		tawny
sawdust		
seesaw		



bail

fault

haul

bawl

claw

feet



jay

lawn

law

jaw

launch

lunch

Description

This lesson is designed to reinforce letter-sound correspondence for the r-controlled vowel **ar** pronounced /är/, as in *car* and *sharp*. Syllables that contain the **ar** letter pattern are called r-controlled syllables. Knowledge of r-controlled vowels and the r-controlled 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 have difficulty discriminating /är/. It is not uncommon for students to have a hard time discriminating or saying any of the r-controlled vowels. They may speak certain regional dialects or have a home language that does not contain r-controlled vowel sounds. See Adaptations for strategies to improve auditory discrimination and production with these students.

You may wish to extend the lesson with more **ar** words. See the word lists at the very end of the lesson.

PREPARATION/MATERIALS

- Copies of the 8 picture cards at the end of the lesson
- For each student: a set of 5 sticky notes with **ar** on them; 5 sticky notes with **a** on them; 1 index card with **ar** on it; 1 index card with **a** on it

Warm-up

 *I'm going to say some words, one at a time. I want you to listen for words that end with this sound: /är/. The word *car* ends with the /är/ sound. Listen: /k/ /är/. Say /är/ with me: /är/. It sounds like the name of the letter *r*, doesn't it? Now listen as I say some other words. Whenever you hear a word with /är/, give a thumbs-up.*


Demonstrate the thumbs-up signal. Suggested words: *car, jar, man, far, mop, pat, tar.*

If students make a mistake, pronounce the word again and have them watch your mouth as you slowly say the short vowel or vowel-r sound and then the word.


Direct Instruction

 *Today we're going to learn the sound that the vowel **a** makes when it is followed by an **r**. Let's look at a word you know.*


Display the word **cat** and have students read it.

 *Listen for the sound **a** makes as I slowly say the word *cat*: /k/ /ä/ /t/. It makes the short sound for **a**, /a/. I can usually change the last consonant in the word *cat*, and the **a** will still make the same short sound.*


Display the word **cap** under **cat**. Segment *cap*, pointing to each letter, and then blend the sounds as you run your finger underneath the word.

 */k/ /ä/ /p/, *cap*. I changed the **t** to a **p**, but the letter **a** still makes the same sound: /ä/. Say these words with me: *cat... cap*.*

Now display the word **car** under **cap**.

 *I changed the last letter, **p**, to another consonant—**r**. This word names something people drive around in. The word is **car**. The first sound in **car** is /k/, just like the words **cat** and **cap**. But the sound you hear at the end of **car** is /är/. Listen: /k/ /är/. When the vowel **a** is followed by an **r**, the two letters make the sound /är/, like the name for the letter **r**. Say the sound with me: /är/, /är/.*

Remove the three words. Display the word **dark** and model decoding it.

 *Now I'm going to use what I know about **a-r** to read this word. I know the sound for **d** is /d/. I know the sound for **a-r** is /är/, and the sound for **k** is /k/. When I put these sounds together I get /d/ /är/ /k/, **dark**.*

Run your finger under the word as you say the sounds.

 *This word is **dark**.*

Guided Practice

 *Now we're going to work together with other words that contain the /är/ sound.*

Give students sets of *ar* and short *a* sticky notes.

Display each picture card from the end of the lesson and help students provide the picture's name (card, cap, car, crab, shark, barn, yarn, lamp).

Have students say the picture's name and identify the missing sound (/ă/ or /är/).

Let them take turns identifying the proper sticky note to stick on the blank line to complete the picture's name and then affixing it.

Read the completed word together.

Independent Application

Have students work independently or in pairs. Provide each student or pair of students with a set of the picture/incomplete word cards from the end of this lesson, shuffled together. Also give each student/student pair a set of 5 *ar* sticky notes and 5 short *a* sticky notes.

Have students name the picture for themselves, decide which sticky they should use to complete the picture name, and stick it on the blank. Then have students sort these picture cards by their vowel sound, short *a* words in one column and *ar* words in another.

When students are done, have them read and write the words in each of their lists.

Wrap-up

Check students' understanding. Display the word **start**. Ask students to read the word aloud and tell you what sound the vowel-r combination **ar** makes. (/är/)

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

Some students may have trouble discriminating or saying **ar** words. They may say *cat* or *cot*, for example, instead of *cart*. Practice the /är/ sound with these students:


Option 1: Have them watch your mouth as you say /är/ 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 /är/.
- Have them practice saying a variety of ar words. (See the word lists at the end of this lesson.)
- You might move on to phrases, having students practice saying **hard part**, **car park**, **dark scarf**, and **smart shark**.

Option 2: To improve discrimination of /är/, give each student an **ar** and an **a** card.

 *I'm going to say a word and I want you to listen for the middle sound. If this sound is /är/, hold up the ar card.*

Have students hold up this card. If the sound is /a/, hold up your **a** card. Have students hold up this card.

 *The first word is park. What is the middle sound in the word /p/ /är/ /k/, park? (/är/) Which card should you hold up? (ar card)*

Continue naming words. Suggested words: **map, sharp, lap, rack, dark, barn, clam, spark.**

Option 3: Help students build their knowledge of **ar** words by providing different onsets for the **-ar** rime and having students blend them to make -ar words.

 *What word is /k/ /är/? (car)*

Other words to use: jar, bar, far, tar. You might also present onsets for the **-ark** rime (**bark, dark, lark, mark, park, shark**).

FOR STUDENTS READY TO MOVE ON

Option 1: Give each student an index card with either an **ar** phrase or an **ar** compound word, depending on the student's ability. Make sure students can read the words or phrases correctly. Then ask them to draw and label a picture that illustrates this phrase or compound word.

Suggested words to use: **dark car, smart shark, star jar, arm scarf, starfish, starship, barnyard.**

Option 2: Have students work together to come up with oral sentences that contain at least two **ar** words. See the word lists at the end of this lesson for possible words to use.

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®**.

är-Words

Single Syllable är-Words

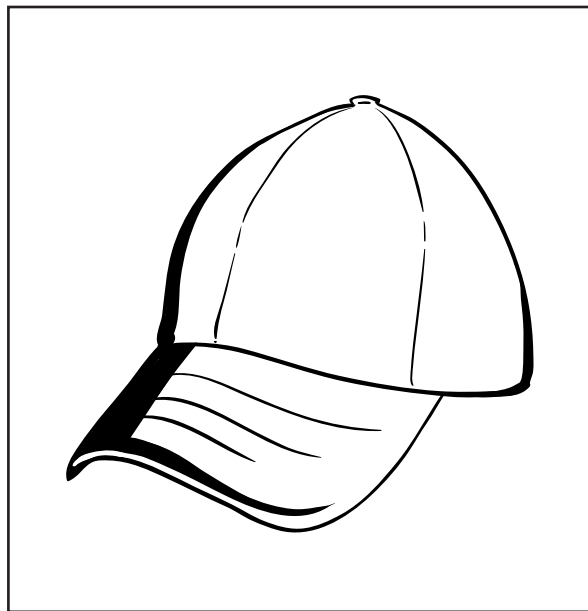
arm	march
art	mark
bar	mart
bark	park
barn	part
car	scar
card	scarf
cart	shark
charm	sharp
chart	smart
dark	snarl
dart	spark
far	star
farm	starch
hard	start
harm	tar
harsh	yard
jar	yarn

Two-Syllable and Compound är-Words

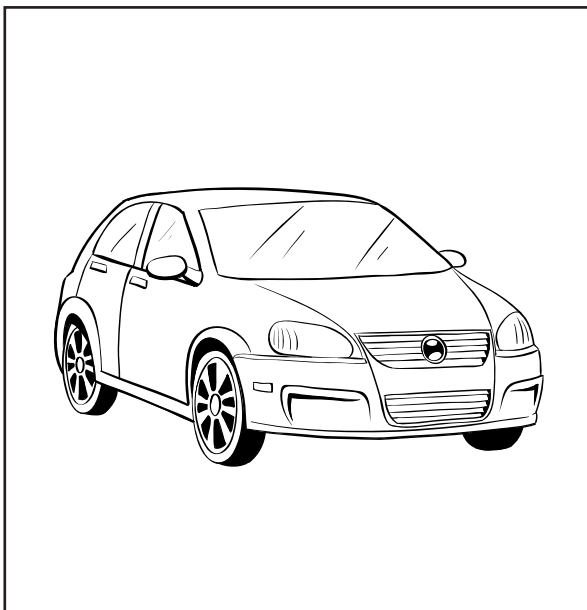
artist	parsnip
carpet	target
carton	armrest
darkness	barnyard
darling	farmyard
garden	sandbar
garlic	sharkskin
harvest	starfish
market	starship



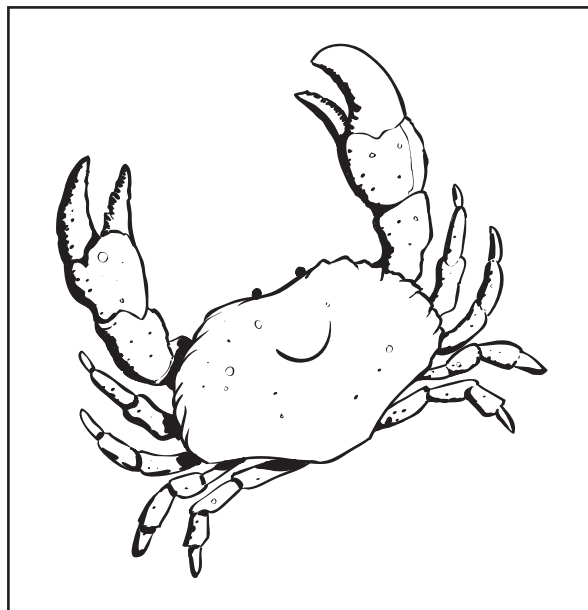
c _ d



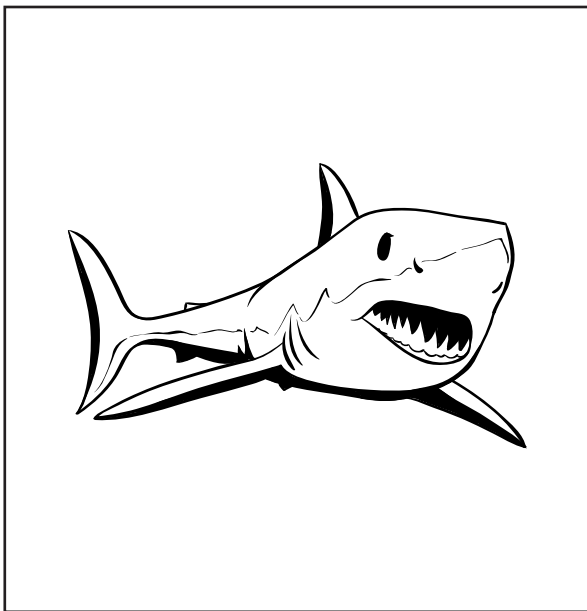
c _ p



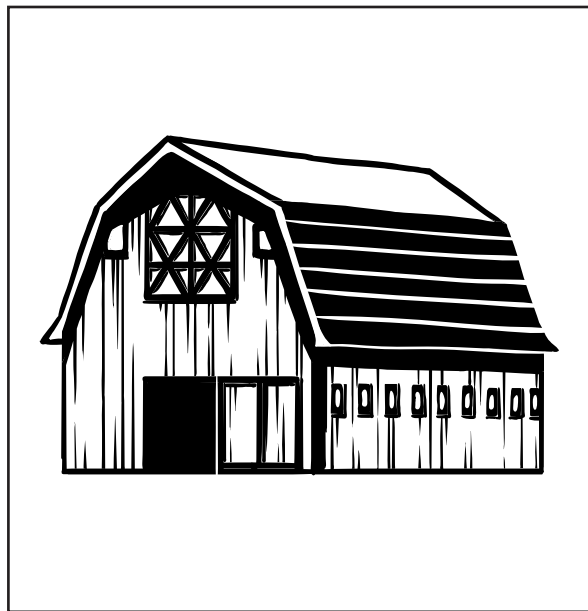
c _



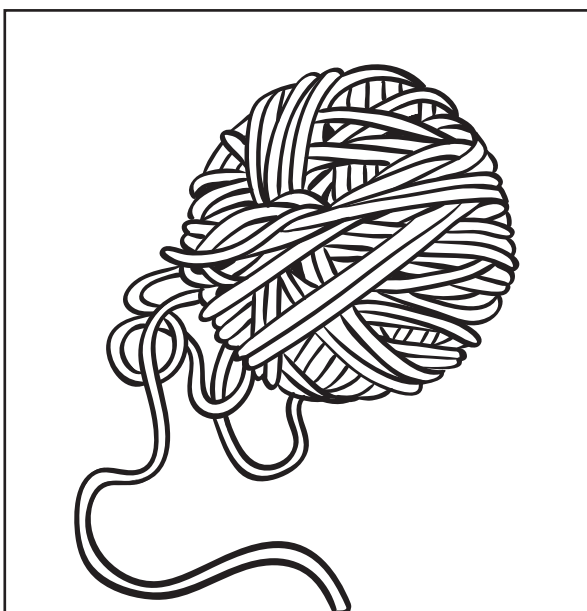
cr _ b



sh _ k



b _ n



y _ n



l _ mp

Description

This lesson is designed to reinforce letter-sound correspondence for the r-controlled vowel **or** pronounced /ôr/, as in *corn* and *north*. Syllables that contain the **or** letter pattern are called r-controlled syllables. Knowledge of r-controlled vowels and the r-controlled 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 have difficulty discriminating /ôr/. It is not uncommon for students to have a hard time discriminating or saying any of the r-controlled vowels. They may speak certain regional dialects or have a home language that does not contain r-controlled vowel sounds. See Adaptations for strategies to improve auditory discrimination and production with these students.

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

PREPARATION/MATERIALS

- Copies of the 8 picture cards at the end of this lesson (for display and for students)
- Sets of 5 sticky notes with **or** printed on them, 5 sticky notes with **o**, an index card with **or**, and an index card with **o** (for students)

Warm-up

say *I'm going to say some words, one at a time. I want you to listen for words that have this sound in the middle: /ôr/. The word corn has /ôr/ in the middle. Listen: /k/ /ôr/ /n/. Say /ôr/ with me: /ôr/. Now listen as I say some other words. Whenever you hear a word with /ôr/ in the middle, give a thumbs-up.*

Demonstrate the thumbs-up signal. Suggested words: **sort, form, pot, torch, watch, cut**

If students make a mistake, pronounce the word again and have them watch your mouth as you slowly say the short vowel or the r-controlled vowel sound and then the word.

Go through the list again.

Direct Instruction

say *Today we're going to learn the sound that the letter **o** makes when it's followed by an **r**. Let's look at a word you know.*


Display the word **fox** and have students read it.

say *Listen for the sound **o** makes as I slowly say the word fox: /f/ /ô/ /ks/. It makes the short sound for **o**, /o/. I can usually change the last consonant in the word fox, and the **o** will still make the same short sound.*


Display the word **fog** under **fox**. Segment **fog**, pointing to each letter, and then blend as you run your finger underneath the word.

say */f/ /ô/ /g/, fog. I changed the **x** to a **g**, but the letter **o** still makes the same sound: /ô/. Say these words with me: fox ... fog.*


Now display the word **for** under **fog**.

 *I changed the last letter, **g**, to another consonant—**r**. The new word is **for**. The first sound in **for** is /f/, just like the words **fox** and **fog**. But the sound you hear at the end of **for** is /ôr/. Listen: /f/ /ôr/. (/ôr/) When the vowel **o** is followed by an **r**, the two letters make the sound /ôr/. Say the sound with me: /ôr/, /ôr/.*

Remove the three words. Display the word **horn** and model decoding it.

 *Now I'm going to use what I know about **or** to read this word. I know the sound for **h** is /h/. I know the sound for **o-r** is /ôr/, and the sound for **n** is /n/. When I put these sounds together I get /h/ /ôr/ /n/, **horn**.*

Run your finger under the word as you say the sounds.

 *This word is **horn**.*

Guided Practice

 *Now we're going to work together with other words that contain the /ôr/ sound.*

Give students sets of **or** and short **o** sticky notes.

Display each picture card from the end of the lesson and help students provide the picture's name (**horn, pot, horse, mop, storm, shop, thorn, corn**).

Have students say the picture's name and identify the missing sound (/o/ or /ôr/).

Let them take turns identifying the proper sticky note to stick on the blank line to complete the picture's name and then affixing it.

Read the completed word together.

Independent Application

Have students work independently or in pairs. Provide each student or pair of students with a set of the picture/incomplete word cards from the end of this lesson, shuffled together. Also give each student/student pair a set of 5 **or** sticky notes and 5 short **o** sticky notes.

Have students name the picture for themselves, decide which sticky they should use to complete the picture name, and stick it on the blank. Then have students sort these picture cards by their vowel sound, short **o** words in one column and **or** words in another.

When students are done, have them read and write the words in each of their lists.

Wrap-up

Check students' understanding. Display the word **stork**.

Ask students to read the word aloud and tell you what sound the vowel-r combination **or** makes. (/ôr/)

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 and/or saying **or** words. They may say **con**, for example, instead of **corn**. Practice the /ôr/ sound with these students:

- Have them watch your mouth as you say /ôr/ 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 /ôr/.
- Have them practice saying a variety of **or** words. (See the word list at the end of this lesson.)
- You might move on to phrases, having students practice saying **worn thorn, short storm, corn fork**, and **north port**.

Option 2: To improve discrimination of /ôr/, give each student an **or** and an **o** card.

say I'm going to say a word and I want you to listen for the middle sound. If this sound is /ôr/, hold up the **o-r** card. If the sound is /ô/, hold up your **o** card.

say The first word is **fork**. What is the middle sound in the word /f/ /ôr/ /k/, fork? (/ôr/) Which card should you hold up? (or card)

Continue naming words. Suggest words: **short, pop, rock, north, torn, cloth, sport**

Option 3: Help students build their knowledge of **or** words by providing different onsets for the **-or** rime and having students blend them to make words.

say What word is /k/ /orn/? (corn)

Other words to use: **born, torn, horn, worn, thorn**. You might also presents onsets for the **-ort** rime (**fort, port, short, sport**).

FOR STUDENTS READY TO MOVE ON

Option 1: Give students longer or words to work with.

- Write **forgot, forget, hornet, morning, correct, shortcut**, and **popcorn** on index cards, one word per card.
- Help students decode these words, breaking them into syllables if necessary (**for/got, for/get, hor/net, mor/ning, cor/rect, short/cut, pop/corn**).
- Discuss what each word means.
- Have students come up with a sentence that includes this word.

Option 2: Challenge students to work together to create riddles that have an **or** word as the answer. Give them some words from the list of **or** words at the end of the lesson to choose from. When they are done, they can pose their riddles to you or to the rest of the class.

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®**.

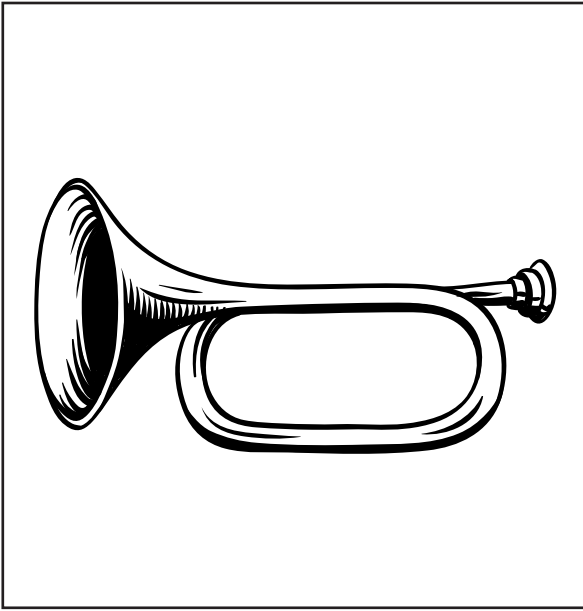
ôr Words

Single Syllable Words with or /ôr/

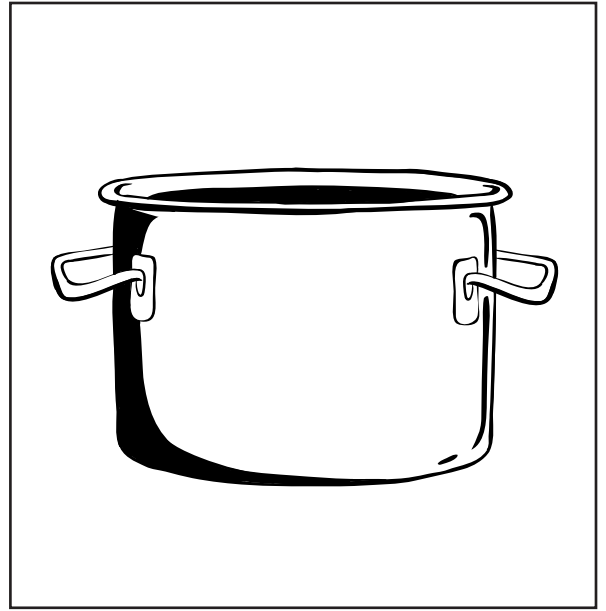
born	porch
cord	pork
corn	port
for	short
fork	snort
form	sort
fort	sport
horn	storm
morn	thorn
nor	torch
north	torn
or	worn

Compounds and Two-Syllable Words with or /ôr/

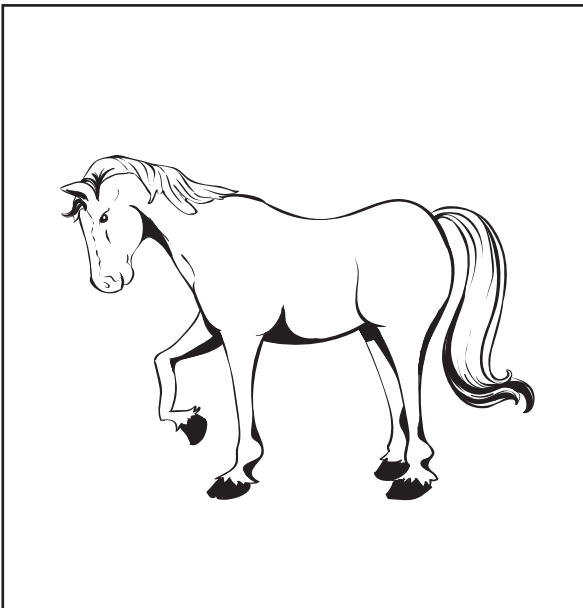
correct	shortcut
forget	shortstop
forgot	passport
hornet	pitchfork
morning	popcorn
orbit	porthole
organ	windstorm



h _ n



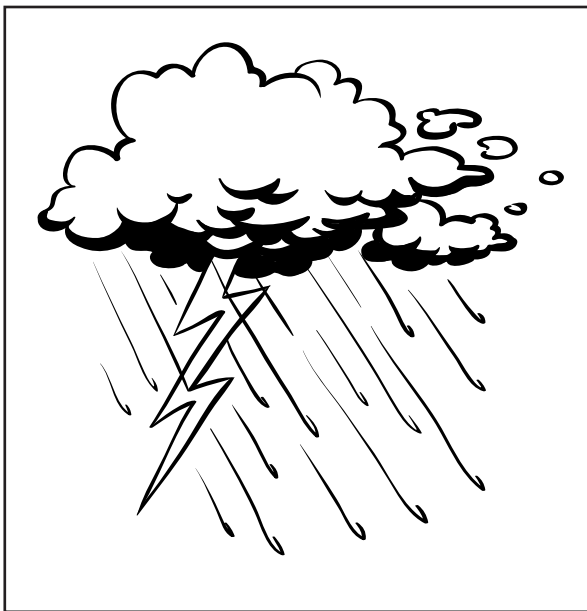
p _ t



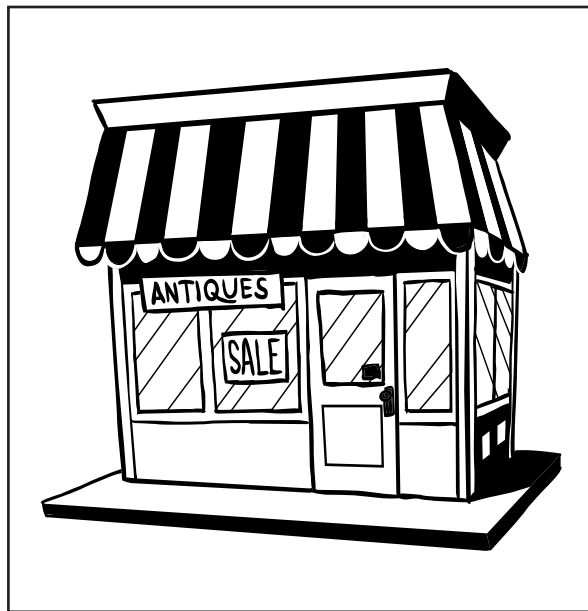
h _ se



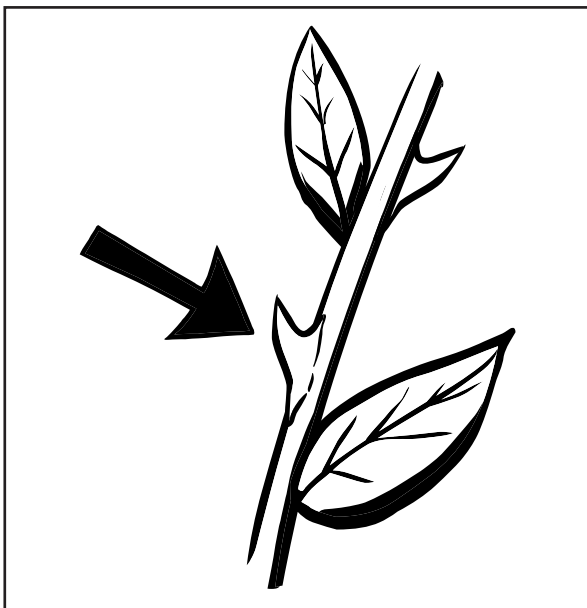
m _ p



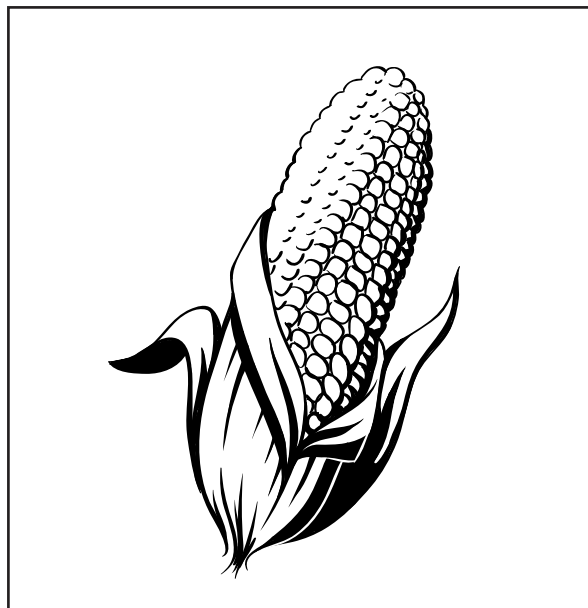
st__m



sh__p



th__n



c__n

Description

This lesson is designed to reinforce letter-sound correspondence for the r-controlled vowels **er**, **ir**, or **ur** pronounced /ûr/, as in *fern*, *bird*, and *turn*. Syllables that contain the **er**, **ir**, or **ur** letter patterns are called r-controlled syllables. Knowledge of r-controlled vowels and the r-controlled 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 have difficulty discriminating /ûr/. It is not uncommon for students to have a hard time discriminating or saying any of the r-controlled vowels. They may speak certain regional dialects or have a home language that does not contain r-controlled vowel sounds. See Adaptations for strategies to improve auditory discrimination and production with these students.

You may wish to extend the lesson with more /ûr/ words, spelled **er**, **ir**, or **ur**. See the word list at the end of the lesson.

PREPARATION/MATERIALS

- Copies of the sentence strips at the end of this lesson (for display and for students)


Warm-up

 *I'm going to say some words, one at a time. I want you to listen for words that end with this sound: /ûr/. The word fur ends with the /ûr/ sound. Listen: /f/ /ûr/. Say /ûr/ with me: /ûr/. Now listen as I say some other words. Whenever you hear a word that ends with /ûr/, give a thumbs-up.*


Demonstrate the thumbs-up signal. Suggested words: **her**, **purr**, **bit**, **gum**, **fir**, **doll**, **stir**

If students make a mistake, pronounce the word again and have them watch your mouth as you slowly say the short vowel or the r-controlled vowel sound and then the word. Go through the list again.


Direct Instruction

 *Today we're going to learn the sound that the letters **e**, **i**, and **u** make when they are followed by an **r**. Let's start with a word you know.*


Display the word **hen** and have students read it.

 *Listen for the sound **e** makes as I slowly say the word **hen**: /h/ /ĕ/ /n/. It makes the short sound for **e**, /ĕ/. I can usually change the last consonant in the word **hen**, and the **e** will still make the same short sound.*

Display the word **hem** under **hen**. Segment hem, pointing to each letter, and then blend as you run your finger underneath the word.

 /h/ /ě/ /m/, **hem**. I changed the **n** to an **m**, but the letter **e** still makes the same sound: /ě/. Say these words with me: **hen** ... **hem**.


Now display the word **her** under **hem**.

 I changed the last letter, **m**, to another consonant—**r**. The new word is **her**. The first sound in **her** is /h/, just like the words **hen** and **hem**. But the sound you hear at the end of **her** is /ûr/. Listen: /h/ /ûr/. When the vowel **e** is followed by an **r**, the two letters make the sound /ûr/. Say the sound with me: /ûr/, /ûr/.


Continue to display **her**, but remove the other words.

Follow the same procedure for **ir**, using these words: **sit**, **six**, and **sir**. Then do **ur**, using only the two words, **fun** and **fur**.

Point to each r-controlled word that is now displayed (**her**, **sir**, and **fur**) and say them with students.

 Did you notice the last two letters in these words? They have different spellings, **er**, **ir**, and **ur**, but they all sound the same. /ûr/, /ûr/, /ûr/.

Point to each word as you say the sound.


 Remember, **er**, **ir**, and **ur** make the same sound, /ûr/. Say the sound with me: /ûr/, /ûr/.

Guided Practice

 *say* Now we're going to work together with other words that contain the /ûr/ sound.

Display the word **bird**.

Have a student underline the r-controlled vowel in the word. Point to **ir**.

 What sound does this r-controlled vowel make? (/ûr/) Let's read the word with the sound /ûr/ together. /b/ /ûr/ /d/, **bird**.

Follow the same procedure for **hurt** and **perch**.

Independent Application

Display the words **term**, **turn**, and **third**.

Ask students to read each word aloud as you point to it.

Display this incomplete sentence: **Let's ____ the page**. Have students read each word in the incomplete sentence aloud saying "blank" for the missing word.

Then have them decide which of the three words—**term**, **turn**, or **third**—makes sense in the sentence. (turn)

Fill in the missing word. Have students take turns reading the completed sentence.

Follow the same procedure for **hurt/herd/shirt**, using this sentence: **We see a ____ of sheep**. (herd)
Likewise for **clerk/chirp/church**, with this sentence: **The chicks ____**. (chirp)

Wrap-up

Check students' understanding. Point to the words you filled in above to complete the sentences (**turn**, **herd**, **chirp**). Ask students what sound **ur**, **er**, and **ir** make. (/ûr/)

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 /ûr/ words. Instead of **bird**, for example, they may say something more like **bud**. For **her**, they might say **huh**. Practice the /ûr/ sound with these students:

- Have them watch your mouth as you say /ûr/ 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 /ûr/.
- Have them practice saying a variety of /ûr/ words. (See the word lists at the end of this lesson.)
- You might move on to phrases, having students practice saying **fur skirt**, **girl's curl**, **third perch**, and **hurt bird**.

Option 2: Write the words in parentheses below on index cards, one word per card. Provide context (pictures or gestures, as noted below) as you say various /ûr/ words, one at a time. For each word, display the word in parentheses and have students give a thumbs-up if this word matches the word you said and a thumbs-down if it doesn't. Repeat the word as often as needed.

Possibilities:

Point to a girl in your classroom, saying you are pointing at **her**. (he)

Show a picture of a garden and point to the **dirt**. (dirt)

Show a picture of a **bird**. (bud)

Pretend to **stir** something in a pot. (still)

Show a picture of an animal with **fur**. (fur)

Pretend you just got burned and **jerk** your hand back. (jerk)

FOR STUDENTS READY TO MOVE ON

Option 1: Have students work together to come up with oral sentences that contain at least two /ûr/ words. See the word lists at the end of this lesson for possible words to use.

Option 2: Have students practice reading the two syllable and compound words at the end of the lesson, dividing them into syllables if necessary. Give each student an /ûr/ word written on an index card. Have them whisper the word in your ear, to make sure they have read it correctly. Display a list of these words, in no particular order. Then have each student act out his or her word, and challenge the rest to guess which of the displayed words it is. Possibilities: **jerk**, **turn**, **bird**, **twirl**, **hurt**, **surprise**, **perfume**, **thermos**, **sunburn**

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®**.

ûr Words

Single Syllable Words with er, ir & ur /ûr/

clerk	skirt
her	stir
herd	swirl
jerk	third
perch	thirst
perm	twirl
term	whirl
verb	burn
birch	burst
bird	church
birth	curb
chirp	curl
dirt	fur
fir	hurt
first	purr
girl	slurp
shirt	surf
sir	turn

Compounds and Two-Syllable Words with er, ir & ur /ûr/

expert	birdcage
lantern	blackbird
modern	stirrup
percent	burro
perfect	disturb
perfume	surprise
perhaps	sunburn
person	turnip
thermos	

term | turn | third

herd | hurt | shirt

clerk | chirp | church

Let's _____ the page.

I see a _____ of sheep.

The chicks _____.



Description

This lesson is designed to help students further develop their understanding of narrative and informational text structure. As students read and sequence the sentences, they learn the concept of **first**, **next**, and **last**. In addition, students are guided to create a mental picture of what is happening in the passage and think about the main idea and key details.

TEACHER TIPS

Draw attention to the signal words **first**, **next**, and **last** in your modeling.

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 sentence Sets 1 and 2 (for display)
- Copies of Sentence Set 3 (for display and for students)

Direct Instruction

***say** Today we're going to think about **sequence**. Sequence is the order in which things happen. Let me tell you about a sequence of things I did this morning. **First** I turned off my alarm, **next** I put on my robe and slippers, and **last**, I picked out the clothes I was going to wear.*

Display Sentence Set 1 in this order (if using a pocket chart, leave the first pocket empty):

She got out of bed. Meg woke up. Then, she made the bed.

Here are three things that a girl named Meg did in the morning. These sentences need to be put in order to make a story that makes sense.

Read each sentence as you point to it.

*Meg can't get out of bed until she wakes up. So this sentence comes first: **Meg woke up.***

Move the sentence **Meg woke up.** to the first position. Then, read the remaining two sentences as you point to each one.

*Meg can't make her bed until she gets out of the bed. So this sentence has to go next: **She got out of bed.***

Move the sentence **She got out of bed.** to the second position.

*Now the sentences are in order. This happened first: **Meg woke up.** This happened next: **She got out of bed.** This happened last: **Then, she made the bed.***

*Now I need to make sure that I understand the whole story. I ask myself, **Who is this story about?** It is about a girl named Meg. What did Meg do in the story? She made her bed.*

Point to the appropriate sentence as you model answering the questions.


Guided Practice

Display Sentence Set 2 in this order (if using a pocket chart, leave the first pocket empty):


Then, the seeds will make grass. You must get some seeds. You must plant them.

 *These sentences are not in order. Let's read them together to see what they are about.*

Read the sentences with students.

 *What are these sentences about? (How to grow grass.) So, let's figure out what happened first. Can you plant the seeds before you get them? (no) So which sentence has to come first? (You must get some seeds.)*

Have a student move **You must get some seeds.** to the first position.

 *Let's read these two sentences again. **Then, the seeds will make grass. You must plant them.** Can they make grass before you plant them? (no) So which sentence has to come next? (You must plant them.)*


Have a student move **You must plant them.** to the second position.

 *So which sentence has to come last? (Then the seeds will make grass.)*

Have a student move **Then, the seeds will make grass.** to the last position.

 *Let's read the whole passage to check that we put the sentences in the correct sequence.*

Read the passage together.

 *Now let's make sure we understand the main idea of the passage. What is this passage about? (How to grow grass.) What do you have to do to grow grass? (Get seeds and plant them.) Do you have other questions about the passage that will help you understand what happened?*


Independent Application


Display Sentence Set 3 in this order (if using a pocket chart, leave the first pocket empty):

Later, he rode his bike back home. Don got on his red bike. He rode down the street.

Give each student a copy of Sentence Set 3, arranged in the order shown above. Have students work individually or in pairs to put their sentences strips in order of **first**, **next**, and **last**. Then,

- Choose one student to come up and arrange the displayed sentences in the correct order.
- Have other students give a thumbs-up if they agree and a thumbs-down if they do not. If needed, ask questions to guide students toward the correct order (e.g., Can Don ride his bike before he gets on it? Can Don come back home before he leaves home?)
- Have students take turns reading the story.

 *Let's see if you understand the story. What is this story mainly about? (Don rides his bike.) Who is the story about? (Don) What does Don's bike look like? (It is red.)*

 *Now retell the story in your own words. Be sure to speak clearly and use complete sentences.*

Wrap-up

Check students' understanding. Select one of the passages from the lesson and display the three sentence strips out of order. Have students read each sentence and think about which one comes first, next, and last. Then, have students arrange the sentences in the correct order.

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Display the pairs of sentences shown below, read them aloud, and prompt students to figure out which one comes first.

Samira got sick. / Then, she got well.

He cleans up the mess. / Gene drops a glass.

Then, he has a dream. / The man goes to sleep.

FOR STUDENTS READY TO MOVE ON


Give students these four sentences to sequence:

**Jen gets the dog out of the mud.
At last, the dog is all clean again!
Then, she gives the dog a bath.
The dog plays in the mud.**

After students have assembled the sentences correctly, have them read the story aloud.

Then, have them close their eyes and picture what is happening as you read the story aloud to them. Ask these questions:

 *What is this story mainly about? (Jan cleans her muddy dog.)*

 *Why is the dog dirty? (It played in the mud.)*

 *How does the dog get clean again? (It gets a bath.)*

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.
- Display and review sentence starters to support student contributions to group discussions:
- Provide students with written, oral, and visual representations of sequential events. Photographs, illustrations, and objects can be helpful in reinforcing the meaning of time order signal words.
- Have students to work in pairs to act out and narrate a sequence of events using time-order signal words. Encourage students to practice with each other before presenting their "play" to the class.

These sentences are about...

The first thing that happens is...

The next thing that happens is...

The last thing that happens 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®**.

Set 1



1 Meg woke up.

1 She got out of bed.

1 Then, she made the bed.

Set 2

2 You must get some seeds.

2 You must plant them.

2 Then, the seeds will make grass.

Set 3

3 Don got on his red bike.

3 He rode down the street.

3 Later, he rode his bike back home.