

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

Level	Activity	Lexia Lesson	# of pages
Core5 L1	Categorizing Pictures	Basic Categories	5
Core5 L1	Rhyming	Rhyming	4
Core5 L1	Letter Matching	Letter Match	5
Core5 L1	Nursery Rhymes	Picturing Keywords	3
Total			17

## Description

This lesson is designed to help students understand the concept of categories. Working with categories help students develop vocabulary, focus on details, make inferences, and build their understanding of the concepts of *same* and *different*.

### TEACHER TIPS

The following steps show a lesson using the categories *Big Animals* and *Little Animals*. You may use the same steps with different or added categories. For example, you might use pictures or objects to guide students in contrasting two or more shapes, sizes, kinds of foods, or places.

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

- A copy of the 16 pictures at the end of the lesson (for display and for students)


## Direct Instruction

 *Things that are the same in some way can be put together in a group. The group is called a **category**.*


Display the pictures of the **elephant, mouse, ant, whale, bear, and crab**. Say each name, and have students echo the name.

 *These pictures all show animals. Some of the animals are **big**.*

Stretch out your arms to show big, and have students imitate the gesture.


 *Some of the animals are **little**.*

Cup your hands to show little, and have students imitate it.

 *I'll put the pictures of the **elephant, whale, and bear** together. They belong in the category **Big Animals**. What do the other pictures show? (mouse, ant, crab)*

 *These animals are all little. What category do they belong in? (Little Animals)*

Display the pictures of the **moose** and **worm**. Think aloud to model putting the animals in categories.

 *I'm thinking about animals that are big or little in real life. This picture shows a moose. A moose is big, so I'll put it in the category **Big Animals**. This is a picture of a worm. A worm is little, so I'll put it in the category **Little Animals**.*

## Guided Practice

Use the pictures of the **gorilla, goldfish, bee, horse, kitten, giraffe, snail, lion.**

Take turns with students holding up a picture, naming it, and deciding whether it should be placed in the category **Big Animals** or **Little Animals**.


## Independent Application

Shuffle and display all the pictures. Have students sort them into two groups. Encourage them to explain why each belongs in the category **Big Animals** or **Little Animals**.

Name other animals that are clearly big or little (e.g., chipmunk, hippopotamus, polar bear, hummingbird, flea, rhinoceros). For each one, tell students to form a picture in their head of the animal before they name the category it belongs in.

## Wrap-up

Check students' understanding.

 *How did you decide which category a picture belongs in?* (think about how big or little the animal is; think about size; think about how the things in the group are alike)

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:** For students who are unfamiliar with the real-life sizes of animals in this lesson, use online sources to find images of the animal in a setting that shows its relative size. Have students use the image to name the animal and tell why they think it is big or little.

**Option 2:** Show two pictures or objects at a time. Talk about the feature you are targeting, such as size, shape, or location.

For example, you might focus on shapes using a block and a ball, and then using two balls of different sizes. Ask questions using the words same and different to focus on whether the two items belong in the same category or different ones.

**Option 3:** Name a category. Take turns with students pointing out objects in the classroom that belong in that category. Discuss why each one belongs. Examples: **Red Things, Round Things, Flat Things, Things to Play With**

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Name three related categories, such as **Breakfast, Lunch, Dinner, or Land, Water, Air**. Say a word or show a picture and have students name the appropriate category. Encourage discussion of whether an item could fit in more than one category.

**Option 2:** Say a series of names or show pictures. Examples:

- **cow, pig, rooster, horse** (Farm Animals)
- **pencil, pen, marker, crayon** (Things to Write or Draw With)
- **truck, bus, van, motorcycle** (Things with Wheels; Ways to Travel on Roads)

Tell students to think about how all the items are alike. What category label can they come up with?

### SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Introduce the concept of categories through real-world examples (e.g., Display three red blocks and two blue blocks. Have students arrange the blocks in two groups. Then, ask how they decided where to put each block.)
- Encourage students to practice newly learned categories with a partner and in small-group discussions. Likewise, model the use of new vocabulary in a variety of classroom contexts.

- Review sentence frames to support student contributions to group discussions:

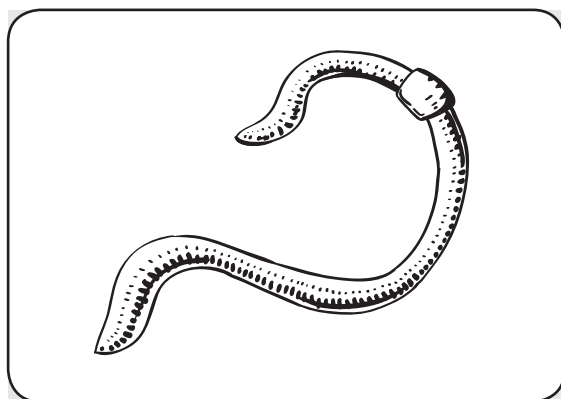
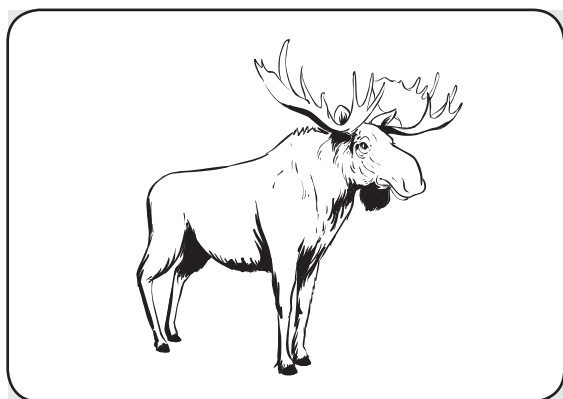
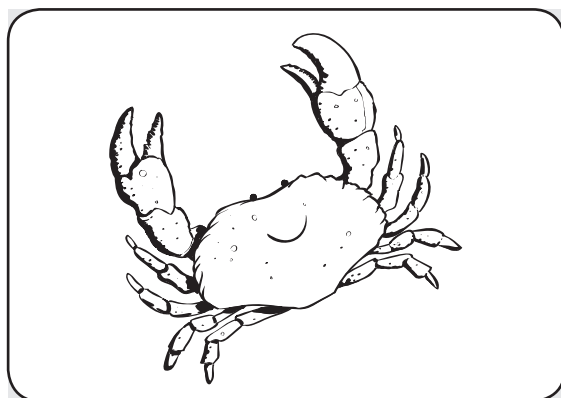
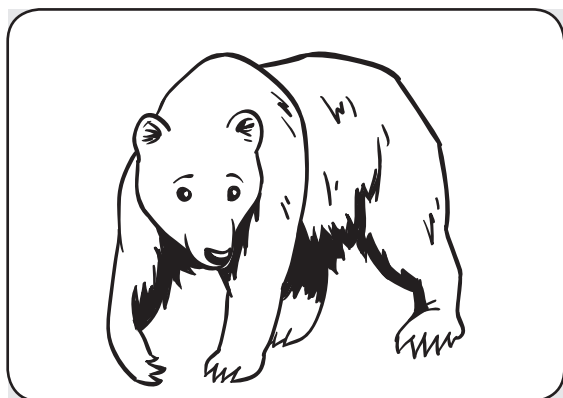
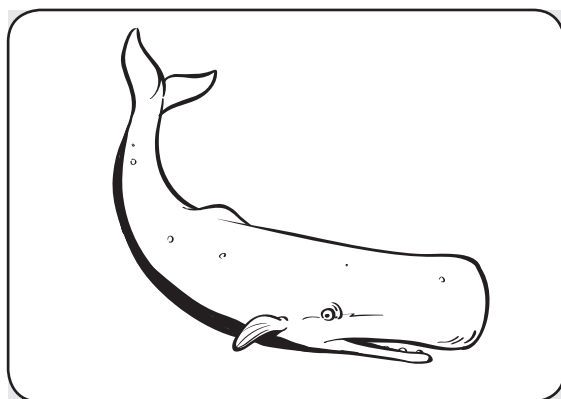
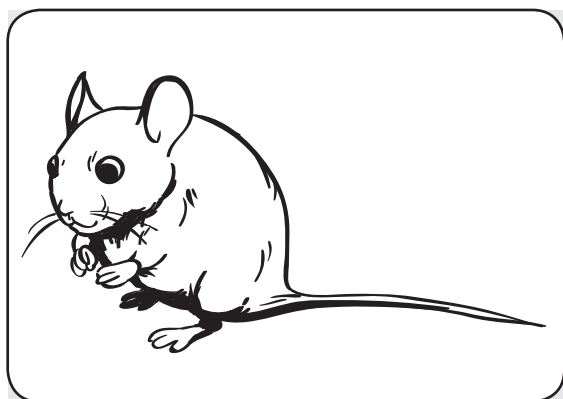
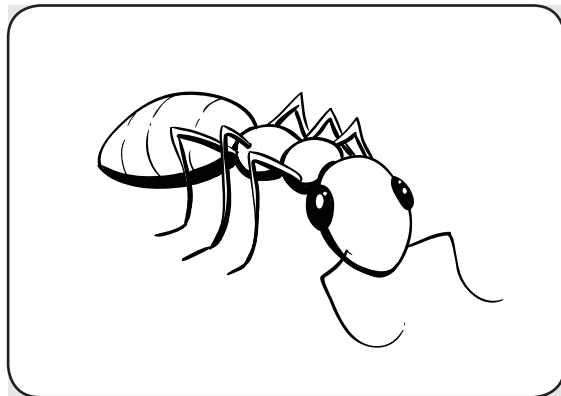
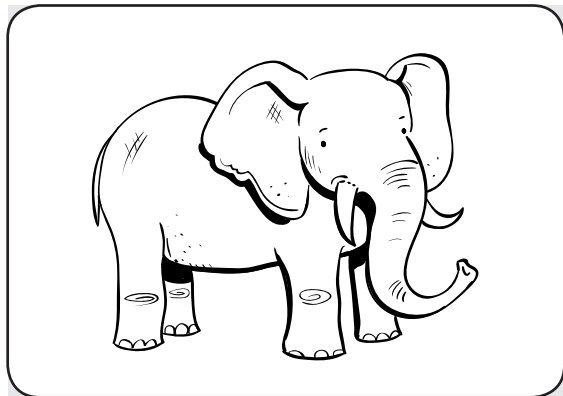
*The \_\_\_ belongs here because it is \_\_\_.*

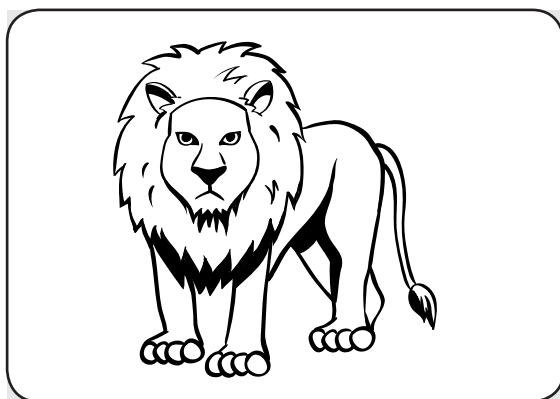
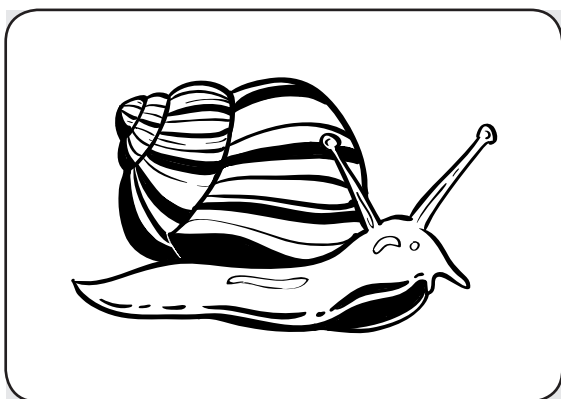
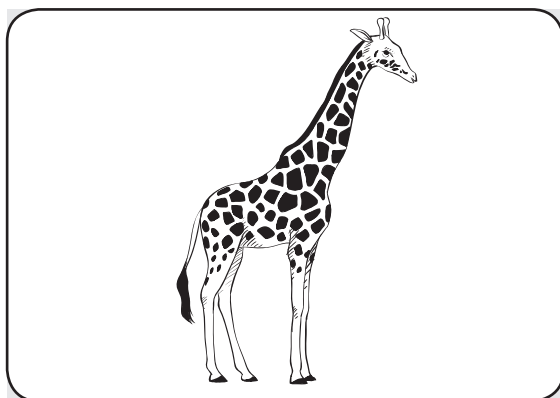
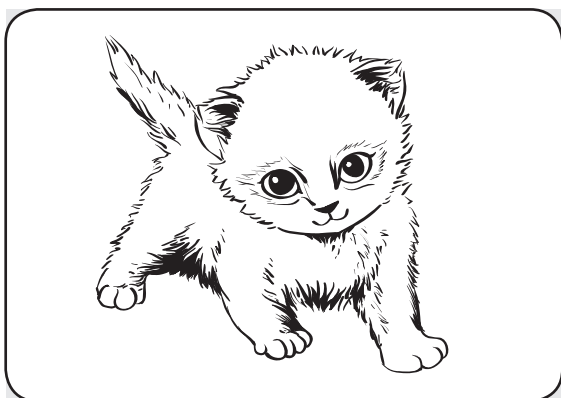
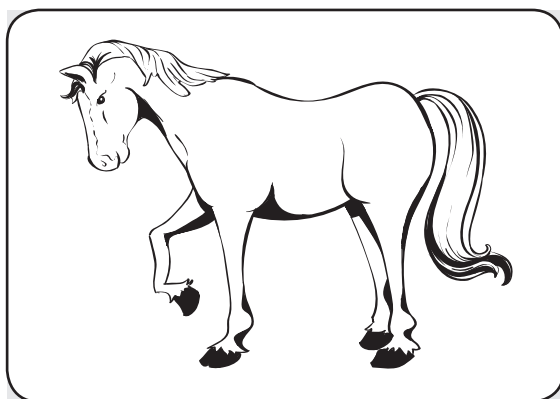
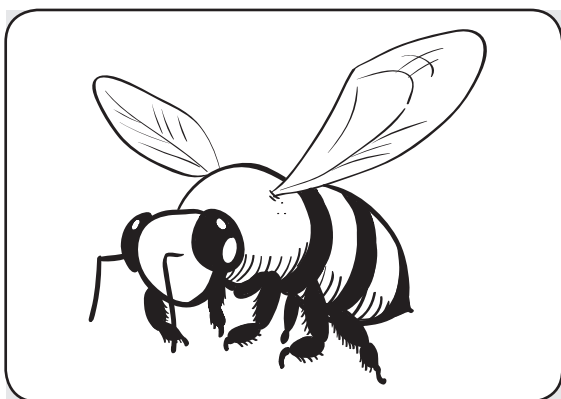
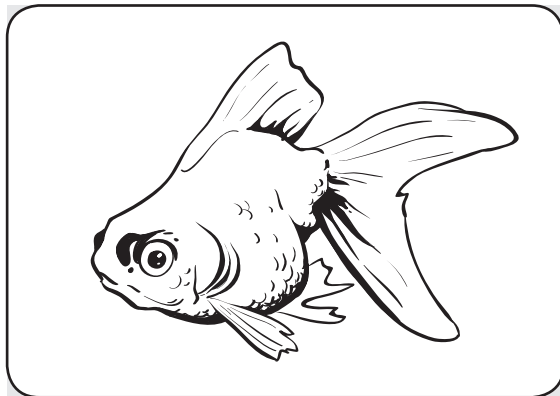
*The \_\_\_ does not belong here because it is \_\_\_.*

*These belong together because...*

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

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







## Description

This lesson is designed to give students practice identifying and producing rhyming words. These rhyming activities develop students' ability to attend to and evaluate sound patterns.

### TEACHER TIPS

In order to develop the ability to identify and produce rhyming words, students first need to have a strong understanding of the concepts of "same" and "different."

The words in this lesson are single-syllable and end with a vowel sound or a continuant consonant sound (/f/, /l/, /m/, /n/, /r/, /s/, /sh/, /th/, or /v/). These words allow you to stretch out the sounds and give students more time to hear them. For words that end with a consonant, stretch out the vowel sound as well as the final consonant sound.

### PREPARATION/MATERIALS

- Additional rhyming word lists are provided at the end of this lesson.

## Direct Instruction

***say** Today we are going to learn about rhyming words. When two words end with the same sounds, we call them rhyming words. Listen to these two words: **sun** (suuunnn), **fun** (fuuunnn). They sound the same at the end: /s/uuunnn, /f/uuunnn. They rhyme. Say them slowly with me: **sun, fun**.*

Follow the same procedure with **ham/jam**.

Then, briefly contrast rhyming words with non-rhyming words:

***We know that **sun** and **fun** rhyme. So do **ham** and **jam**. Now listen to these two words: **bus** (/b/uuusss) and **man** (/m/aaannnn). They sound different at the end: /b/uuusss, /m/aaannnn. They do not rhyme. Say them slowly with me: **bus, man**.***

Model thinking about rhymes.

***I want to think of a word that rhymes with **day**. What about the word **may**? Does **may** rhyme with **day**? I will say both words and listen if the ends sound the same. Listen: /m/aaay, /d/aaay. Yes, **may** sounds the same at the end, so **may** rhymes with **day**.***

Have students repeat after you as you say the rhyming words again: **may, day**.

## Guided Practice


***say** Now let's work together on some words. Listen to these words: **pan, man**. Let's see if **pan** rhymes with **man**. Say the words with me: /p/aaannn, /m/aaannn. Do **pan** and **man** rhyme? (yes) Yes, they have the same ending sounds.*

Follow the same procedure with **hill/fill**.

***Let's see if **dish** rhymes with **man**. Say them with me: /d/iishhhh, /m/aaannn. Do these words rhyme? (no) No, **dish** and **man** sound different at the end. They don't rhyme.***


Follow the same procedure using **bee/key, car/star**, and then **pie/pan**.

## Independent Application

 Now I'm going to say two words. If the two words rhyme, show me thumbs up. If the two words don't rhyme, show me thumbs down.

Go over these signals with students to make sure they know that thumbs-up means yes and thumbs-down means no.

Say the word pairs below, one pair at a time. Have students decide if they rhyme or not. If students are struggling, repeat the pair, stretching out the ending sounds in both words.

 Listen as I say these words: **five, dive**. Now you say them. Do the words **five** and **dive** rhyme? Do they sound the same at the end?

Word pairs to use: **five/dive, tip/moth, rose/nose, toe/knee, car/jar, hay/two**.

## Wrap-up

Check students' understanding.

 How do you know if two words rhyme? (Students may say that they sound the same at the end. Or they may say that they are like these words and give you examples of words that rhyme.)

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Repeat the lesson using pictures to accompany the rhyming words to give students visual support for the auditory task. For example, in the Guided Practice section, display pictures of **man, pan, fan,** and **dish**. Point to the appropriate picture each time you say the matching word.

**Option 2:** Use rhythm, rhyme pattern, and familiar context to help students practice rhyming words.

- Use poems, nursery rhymes, or songs that students know.

- Give them a target word and have them listen for words that rhyme with this word.
- Students should put their thumbs up when they hear a rhyming word.

Be sure to stick to target words that rhyme with words at the ends of lines, to make the task as easy as possible.

For example, have students listen for words that rhyme with car as you slowly recite this song: *Twinkle, twinkle, little star. How I wonder what you are.* Students should raise their hands for **star** and **are**.

### FOR STUDENTS READY TO MOVE ON

Have students generate rhymes.

- Point to different objects with single-syllable names (e.g., book, head, key, wall, chair, rug, toe, pail, and nose).
- Have students think of as many rhymes as they can for each word.

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®**.



## Rhyming Words

### -ack

back	quack	shack	tack
black	rack	snack	track
pack	sack	stack	

### -ent

bent	lent	sent	tent
cent	rent	spent	went
dent			

### -ame

blame	frame	name	tame
came	game	same	
flame	lame	shame	

### -et

bet	let	pet	wet
get	met	set	yet
jet	net	vet	

### -ap

cap	map	slap	trap
clap	nap	snap	
flap	rap/wrap	strap	
lap	scrap	tap	

### -ick

brick	lick	quick	thick
chick	nick	sick	tick
click	pick	stick	trick
kick			

### -at

bat	fat	mat	sat
cat	flat	pat	scat
chat	hat	rat	that

### -ill

bill	grill	pill	still
chill	hill	sill	thrill
drill	ill	skill	till
fill	mill	spill	will

### -ing

bring	sing	string	wing
king	spring	swing	
ring	sting	thing	

### -ot

blot	hot	pot	spot
cot	jot	rot	trot
dot	lot	shot	
got	not/knot	slot	

### -ock

block	flock	rock	stock
clock	knock	sock	
dock	lock	shock	

### -ug

bug	hug	plug	slug
chug	jug	rug	snug
dug	mug	shrug	tug

## Rhyming Words

### -ip

chip	grip	sip	trip
clip	hip	ship	whip
dip	lip	skip	zip
drip	nip	slip	
flip	rip	tip	

### -ump

bump	jump	plump
clump	lump	stump
dump	pump	thump

### -op

chop	drop	mop	shop
cop	flop	pop	stop
crop	hop	plop	top

### -unk

bunk	gunk	plunk	trunk
chunk	hunk	shrunk	
dunk	junk	skunk	
flunk	punk	stunk	

### -ar

are	char	par	star
bar	far	scar	tar

### -oo

boo	dew/do	moo	threw
brew	drew	new	true
blew/ blue	few	pew	two
coo	flew	screw	who
chew	goo	shoe	you
clue	glue	stew	zoo
crew	grew	sue	

## Description

This lesson is designed to develop the print awareness skills necessary for matching the uppercase and lowercase forms of a letter. Emerging readers need to be able to identify the distinctive shapes of alphabet letters and associate uppercase and lowercase forms.

### TEACHER TIPS

The following steps show a lesson in which students match uppercase **A** with lowercase **a**. You can adapt this lesson based on individual student needs by substituting any uppercase and lowercase letters. Students should have familiarity with the uppercase letter form before working with its lowercase form.

### PREPARATION/MATERIALS

- Alphabet chart or alphabet picture book (for display)
- Handwriting guidelines from your school as a reference for the direction and sequence of strokes in letter formation
- Uppercase and lowercase letter cards, tiles, or plastic letters (for display and for students)

## Direct Instruction

Display the uppercase letter **A** in the alphabet chart or book. Have students say the letter name.

*say Today we are going to learn that letters have two forms: a big form called **uppercase** and a little form called **lowercase**. We can match the uppercase and lowercase forms of letters. This big letter is called uppercase **A**.*

*Watch how I move my finger to trace this big letter **A**. I start at the top; slide down this way (make a diagonal motion towards the bottom left); then I go back to the top; and slide down this way. (make a diagonal motion towards the bottom right) Last, I make a line halfway up between the two lines. (trace a straight line across)*

Have students use their pointer finger to make the letter **A** on their desktop as you repeat the steps. Then display the lowercase **a** in the alphabet chart or book.

*This is another way to write the letter **a**. This little letter is lowercase **a**. What do you notice about lowercase **a**? (Sample responses: It's not as tall as the big **A**. It has a round part. It has a little line straight up and down.)*

Demonstrate tracing the lowercase **a**.

*Watch how I move my finger to trace the lowercase **a**. Start at the top here and circle around this way, then make a short line from top to bottom.*

Have students make a lowercase **a** on their desktop as you repeat the steps. Then display both letter forms in the chart or book. Have students point to the uppercase **A** and lowercase **a** as you name each.

Display the letter cards for uppercase **A**, lowercase **a**, and lowercase **c**. Think aloud about matching letters.

*I want to pick two cards that match. This letter is uppercase **A**. I'll look for lowercase **a**. Here it is. These two cards belong together. They both show the letter **a** written in different ways.*

## Guided Practice

Display the uppercase **A** letter card or tile along with several lowercase letters (including lowercase **a**). Take turns with students identifying the uppercase **A**, rearranging the lowercase letters, and choosing its matching lowercase form.

Then, add one or two more lowercase cards to the display and continue taking turns matching uppercase and lowercase letters.

## Independent Application

Again, display the uppercase **A** letter card or tile along with several lowercase letters (including lowercase **a**). Have students make matches on their own.

Then, include two or more uppercase **A** and lowercase **a** cards in an array with other letter cards. Direct students to find all the cards with the letter **a** (uppercase or lowercase). After students have chosen the cards, ask them to hold up each uppercase **A** and each lowercase **a** and say the letter name.

## Wrap-up

Check students' understanding.

 *What did we learn about letters today? (letters have a big and little form; letters have both upper- and lowercase forms)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

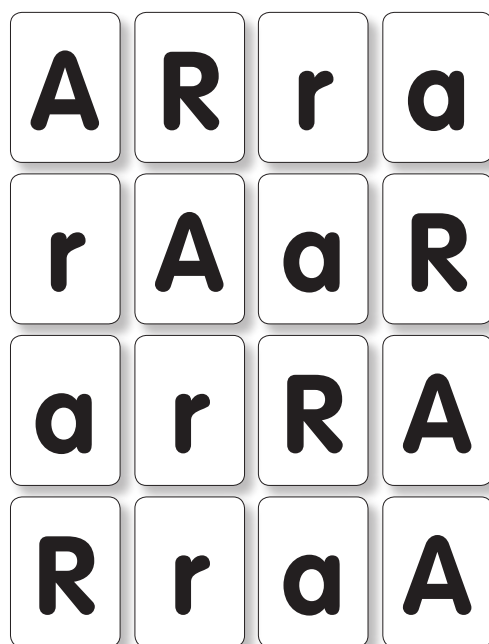
**Option 1:** Introduce the concept of uppercase and lowercase letters using letters that are “big and little” versions of the same form, such as **Cc**, **Oo**, and **Ss**.

**Option 2:** Focus on visual matching of uppercase letters before introducing lowercase forms. You can also have students match pairs of uppercase/uppercase letters or lowercase/lowercase letters before mixing forms.

**Option 3:** Provide copies of the letters to students to finger-trace. Then, have students practice writing the target letter by air-writing, or making the shape in sand or shaving cream. Provide verbal cues about distinguishing characteristics, such as straight line, slanted lines, or carved lines.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Display pairs of upper- and lowercase letter cards in each row of an array. Have students select matching pairs and name each upper and lowercase letter.



**Option 2:** Students who have learned five or more upper- and lowercase letter forms can play a game of Concentration. Provide pairs of students with one card for each uppercase letter and one card for each lowercase letter. They place the cards face down in a grid pattern. Player 1 turns up two cards; if the cards show matching letters, the player keeps both and takes another turn. If the cards do not match, they are placed face down in their original positions, and Player 2 takes a turn. The player with the most cards at the end is the winner.

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



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## Description

This lesson is designed to help students identify the focus of a picture. As students use language to describe what they see, they develop stronger comprehension skills. Students are prompted to ask questions to improve understanding and clarify information.

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

A copy of the 2 pictures at the end of the lesson (for display and for students)


## Direct Instruction

 *Today we're going to look at some pictures and talk about what we see.*


Display the picture of the dog.

 *Let's look at this picture and think about what we see. I'll tell you what I see.*

Model looking for details in the picture, pointing to relevant details as you name them.


 *When I look at this picture, I see a dog with a bone. I also see a bench, and some trees, but the main thing I see is the dog with a bone.*


## Guided Practice


 *We are going to discuss another picture together. Remember to listen to others, take turns, and speak clearly as we talk about the pictures.*

 *Now, you look carefully at this picture. What is the main thing you see? (a dog)*

Point to the dog.

 *Let's talk about the dog and what we notice about him. What does the dog look like? (he has spots) Where is the dog? (in a park) What is the dog doing? (burying a bone)*

 *Let's think about a good sentence to describe this picture. We could say, "The spotted dog is burying his bone in the park." The keywords for this picture are **dog** and **bone**.*

 *Do you have any questions about the main thing you see or the details in this picture? Remember that asking questions can help us understand better.*




## Independent Application

Display the picture of the boy.

 *Look at this picture. Tell me the main thing you see. (a boy, a boy with blocks)*

If students have trouble answering, use the same type of questioning as in Guided Practice to elicit a response.

 *Listen to these two sentences and tell me which one is a good sentence to describe this picture. “The little boy is building a tower of blocks.” Or: “There are books in this classroom.” (the first sentence) Yes, the keywords are **boy** and **blocks**.*

## Wrap-up

Check students’ understanding. Display the two pictures from this lesson. For each picture, ask:

 *What are the two keywords for this picture? (dog and bone; boy and blocks.)*

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

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** For students who struggle to identify the best sentence, make up a second sentence that is unrelated to the picture.

**Option 2:** Use a simple picture (from books, other resources, etc.) that shows fewer details. Model extensively how to talk about the one or two key objects in the picture.

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Continue displaying pictures (from books, other resources, etc.) to the students. Ask the students to expand on the sentence by asking questions such as “Why is the dog burying his bone?”

**Option 2:** Describe the pictures using more complex vocabulary. For example, explain that the boy is constructing a tower with the blocks.

### 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 or sentence frames to support student contributions to group discussions:

*The main thing in this picture is...*

*I also see \_\_\_ in the picture.*

*I can ask...*

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®**.

