

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

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Core5 L6, Core5 L7, Core5 L13	Building Words, Silent E Recognition, Spelling Rules 2	Long and Short Vowel Sounds	8
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Core5 L7	Contractions and Word Families	Word Families	6
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Total			49



Description

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

TEACHER TIPS

When you segment words to isolate the medial vowel sounds, keep two things in mind:

- Avoid adding a vowel sound to the initial consonant. For example, say /k/ not *kuh* and /p/ not *puh*.
- Stretch out the vowel sound in the middle of the words so that students have more time to hear it.


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

PREPARATION/MATERIALS


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

Direct Instruction

Display **ě** and **ē** on two cards.


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

Display the picture of a **bed**.

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


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

Display the picture of a **bead**.

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

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

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

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

Guided Practice

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

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


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

Independent Application

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

Wrap-up

Check students' understanding.

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

Contrasting Short and Long Vowel Sounds

Short a Long a

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

Short e Long e

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

Short i Long i

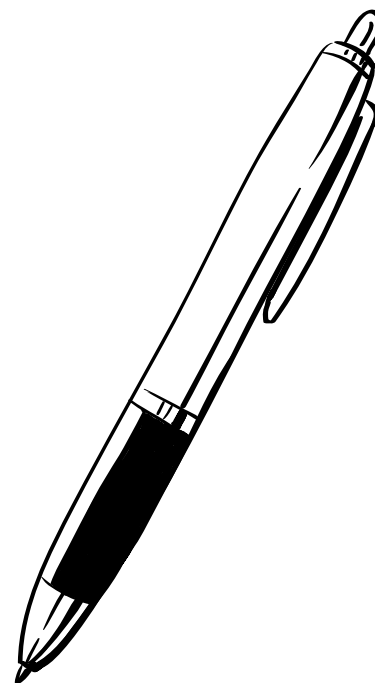
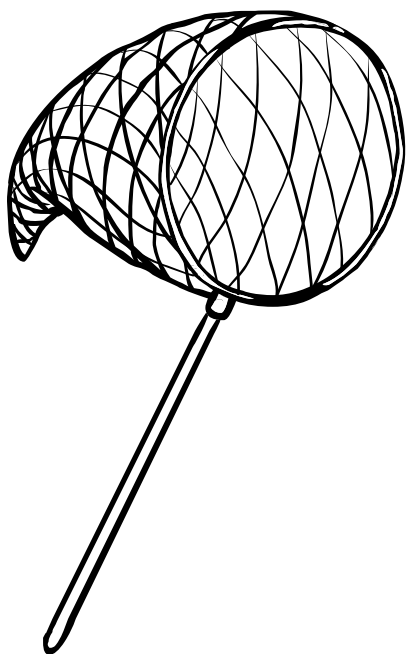
ill	aisle
bit	bite
fin	fine
hid	hide
kit	kite
lit	light
mill	mile
pin	pine
rip	ripe
sit	sight
tip	type
lick	shine
lip	time
mix	knife
pig	dive

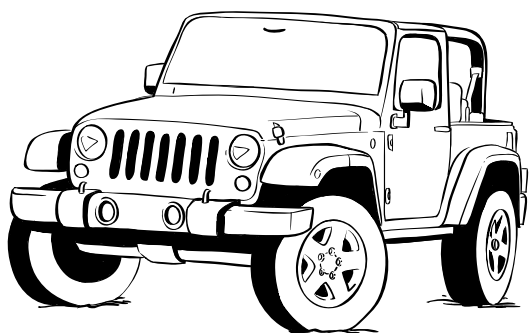
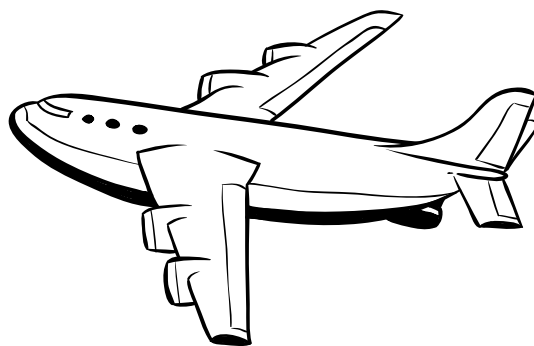
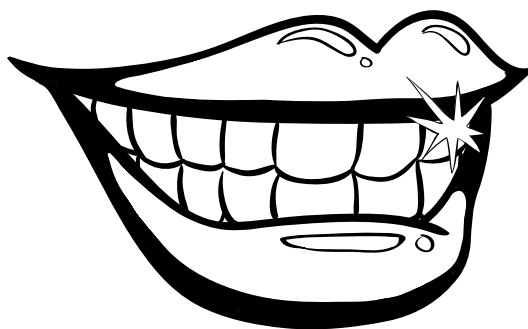
Short o Long o

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

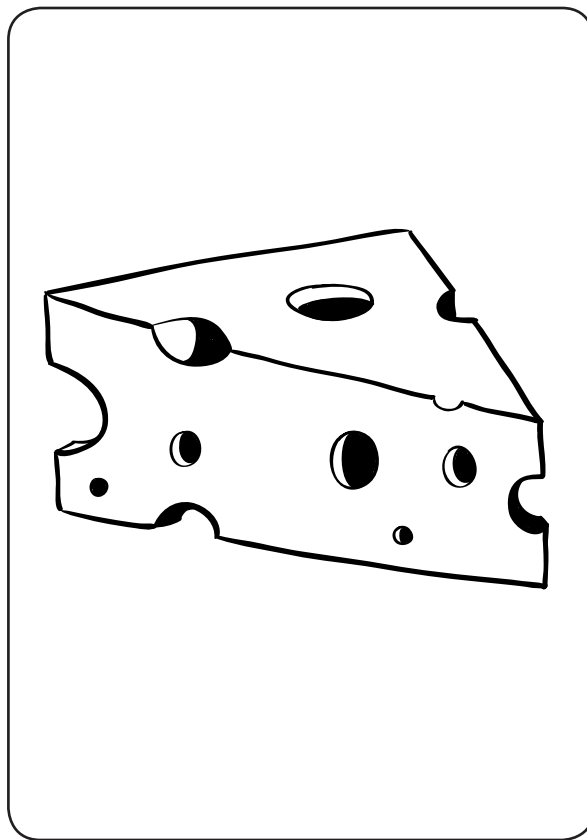
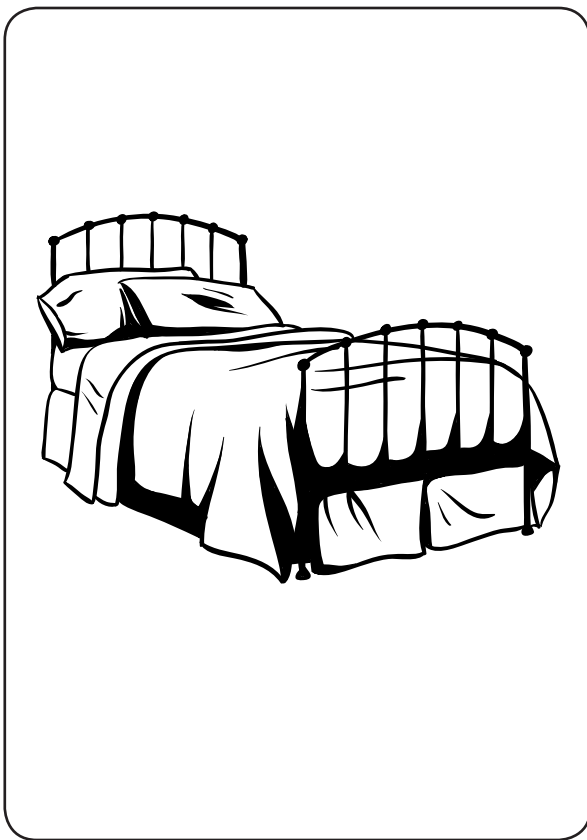
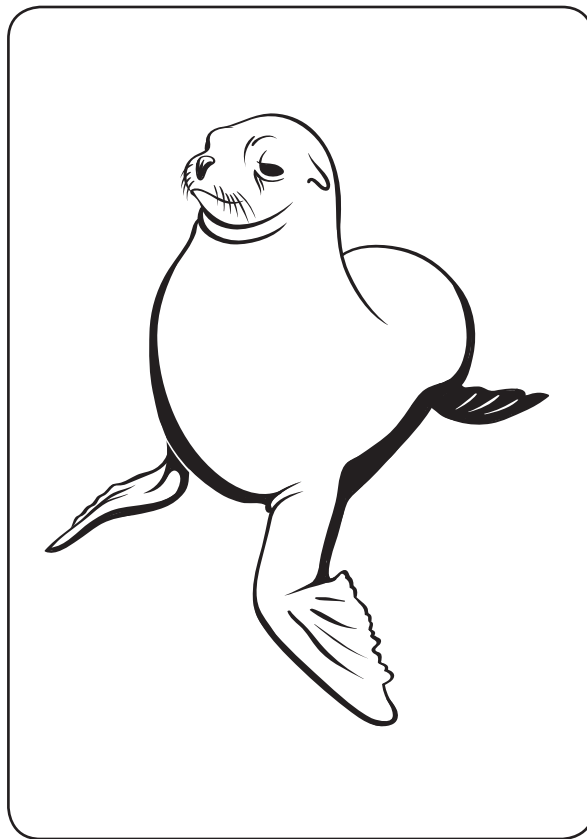
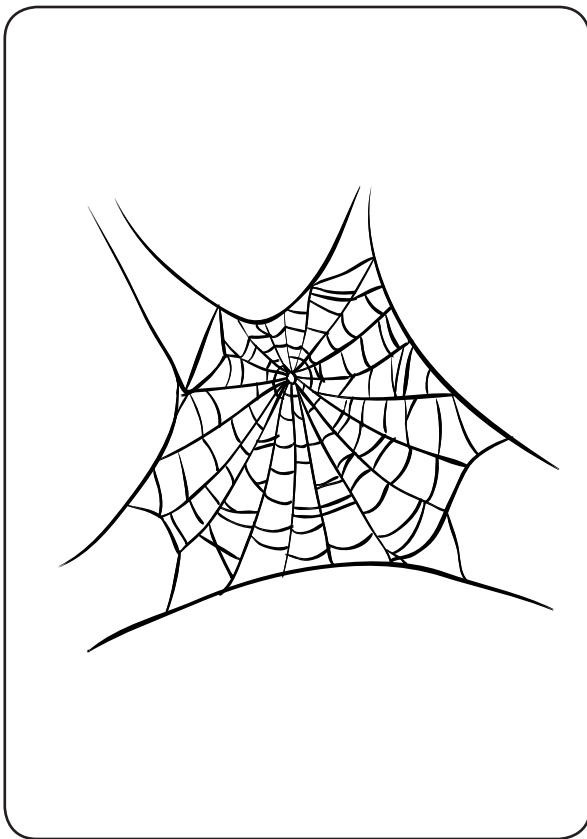
Short u Long u

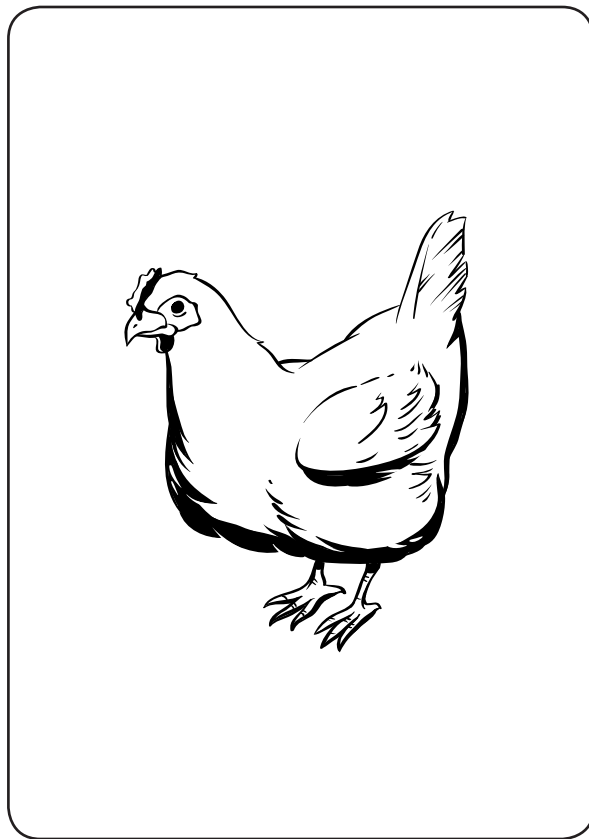
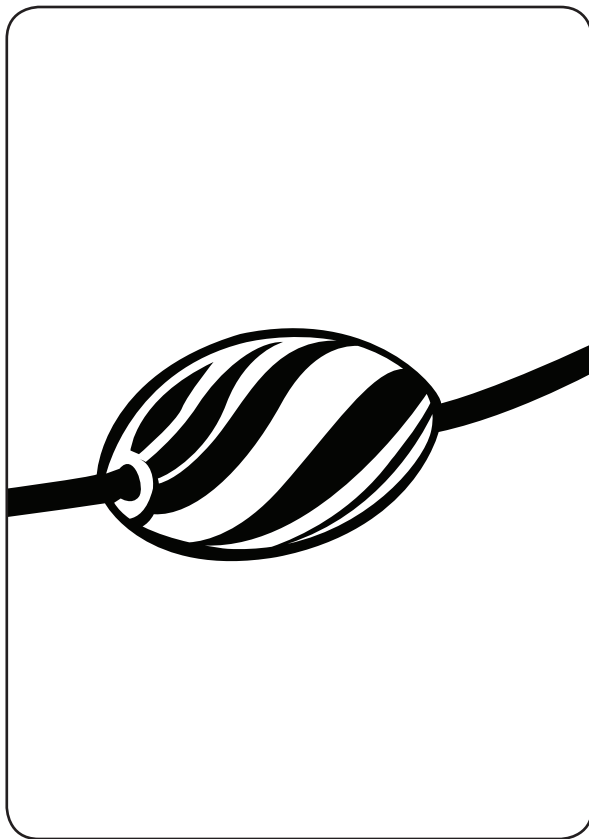
us	use
cub	cube
cut	cute
duck	duke
nut	newt
tub	tube
fuss	fume
pup	mule
rug	huge
hum	tune
shut	news
puff	food
buzz	moose
mud	choose
rush	soup
gull	soon





10







Description

This lesson is designed to give students practice matching common closed syllable words that contain consonant digraphs and/or blends to pictures. Matching to pictures focuses attention on the meaning of the word. As students learn complex short vowel words, they are able to move toward becoming more accurate and fluent readers.

TEACHER TIPS

This lesson can be modified to work with any digraphs or consonant blends, in the initial and/or final position, that spell short-vowel words. Refer to the word lists at the end of this lesson.

PREPARATION/MATERIALS

- Word list at the end of the script
- A copy of the pictures and word cards at the end of the lesson

Warm-up

say First, let's play a little game. I'm going to say a few words, one at a time. Some of these words have three sounds and some have four sounds. I want you to say each sound you hear in the word, and I'll count the sounds for you.

Demonstrate for students.

I'll do a couple to show you how. The word is **shop.**

Count on your fingers as you segment words.

I hear these sounds in shop: /sh/ /ɒ/ /p/. That's three sounds. Here's another word: **stem. I hear these sounds in stem: /s/ /t/ /ɛ/ /m/. That's four sounds.**

Now you say the sounds you hear in a word, and I'll count the sounds.

Dictate these words to students, one at a time: **chip** (3 sounds), **thin** (3), **belt** (4), **mist** (4), **hush** (3).

If students have trouble with the sounds for **ch**, **th**, **wh**, or **sh**, see the Lexia Lesson on *Digraphs*. If they have trouble hearing both sounds in initial or final consonant blends, see the Lexia Lesson on *Sounds to Letters*. The lists at the end of the lesson provide words you can work with.

Direct Instruction

say Today we are going to work on matching words to pictures.


Display the word shop and point to **sh**.

You know that the letters **s-h make one sound, the sound at the beginning of shop, /sh/: sh/ /ɒ/ /p/, shop.**

There are three sounds in shop because **s-h makes one sound, /sh/. Close your eyes and picture the whole word.**

Change the **h** to a **t** to spell **stop**.

This word has four sounds because every letter spells a sound. Listen: /s/ /t/ /ɒ/ /p/, stop. Close your eyes and picture the whole word.

 *Now we're going to match words to pictures.*

Display the picture of a stop sign and cards with the words **stop** and **shop**.
Point to the words.

 *First, I read each word and think about the meaning: stop, shop. This word goes with this picture.*


Hold up the correct word and read it aloud as a whole.

 *Look carefully at the word. Close your eyes and try to see the whole word in your mind. (stop)*

Guided Practice

 *say* *Now let's work together to match words to pictures.*

Display the picture of a hand and cards with the words **hand** and **hats**.
Point to the words.

 *Read these words to yourself, think about their meanings and tell me which word goes with this picture? (hand) Yes. Now look carefully at the word. Close your eyes and try to see the whole word in your mind.*

 *What does the other word say? (hats)*

If students struggle with a word, remind them to sound it out and then repeat it as a whole.

Follow the same procedure with the picture of a path and the words **pant** and **path**, and the picture of a chin with the words **clip** and **chin**.


Independent Application

Have students work independently or in pairs. Provide each student or pair of students with a set of pictures and words cards containing words from the previous activity. Shuffle the word cards together and have students match each picture card to a word card as quickly as they can. Then have them read each word on the word cards aloud.

To give students more practice with certain blends and digraphs, see the word lists at the end of this lesson.

Wrap-up

Check students' understanding.

 *say* *How do we match a word with a picture? (Read the word, sounding it out if necessary, and think about its meaning.)*

Based on students' performance, choose an appropriate activity from the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: If students are struggling with this lesson, you may need to build up their knowledge and experience with consonant blends and with consonant digraphs. Refer to Lexia Lessons for Sounds to Letters and for Digraphs.

Option 2: If students are having some difficulty hearing, spelling, or reading the two sounds in a blend, e.g. initial *st-*, do some word building with letter tiles or cards:

Display the word *step* and read it with students. Provide context (e.g., "Make sure to step over the puddle so you don't get wet.")

Have students identify the consonant blend they see at the beginning of *step*. /st/ ep.

say The **s** and the **t** blend together and say /st/. They still make two sounds, but they are blended together. What does **st** say? (/st/) Close your eyes and picture **st** together in your mind. Now, let's add **st** to the end of the word /ep/, The word is **step**. What's the word? (step)

Close your eyes and picture the whole word in your mind.

Follow the same procedure with **stem**. Adapt this activity for other consonant blends.

FOR STUDENTS READY TO MOVE ON

Select words from the word lists that can be easily illustrated. Then have students write those words on index cards. Have them draw a picture for each word. Then shuffle the word cards together. Ask students to take turns matching word cards and pictures. Have students work in pairs and use their word cards to play a game of Concentration/Memory for additional exposure to the words.

CVC & CVCE Words with Digraphs and Blends

CVC & CVCE Words with *ch*

chat	much	bunch	match
chill	rich	lunch	patch
chin	such	munch	fetch
chip	bench	punch	ditch
chop	inch	catch	itch
chug	pinch	hatch	pitch

CVC & CVCE Words with *sh*

shag	shut	rash	wish
shed	cash	sash	gush
shell	dash	mesh	hush
shin	hash	dish	mush
ship	mash	fish	rush
shop			

CVC & CVCE Words with *th, tw*

than	thin	math	moth
that	thud	path	twig
them	bath	with	twin
then			

CVC & CVCE Words with *wh, ck*

when	tack	pick	rock
whiff	deck	quick	sock
whip	neck	sick	buck
whiz	peck	tick	duck
back	kick	dock	luck
pack	lick	lock	tuck
sack			

Words with Initial *s*- Blends

scab	skit	slob	spin
scan	slam	slot	spot
scat	slap	slug	stem
skid	sled	smog	step
skim	slim	snap	
skip	slip	snug	

Words with Final *s*- Blends

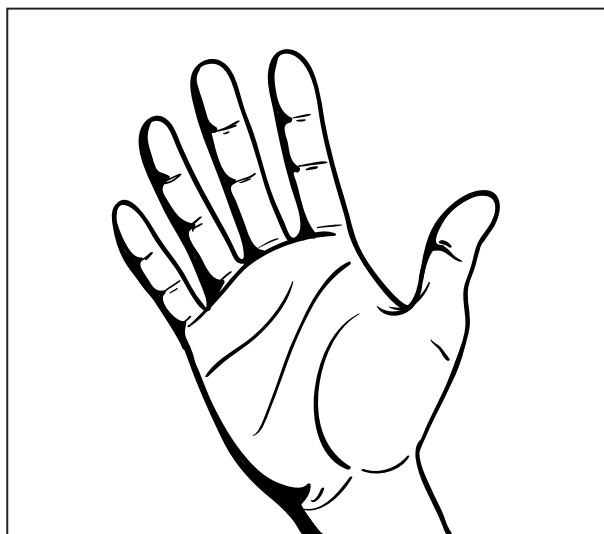
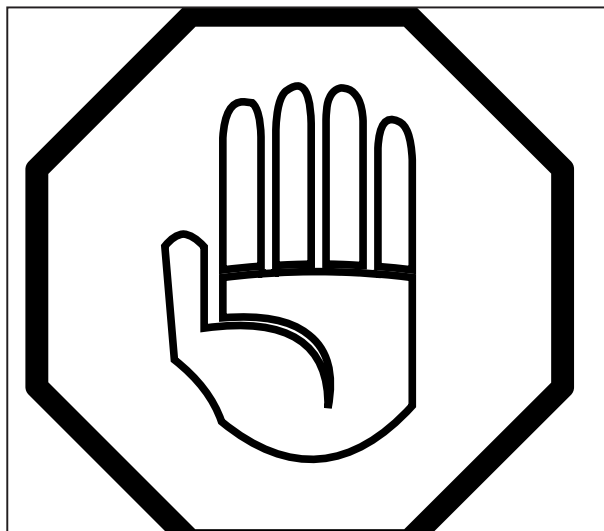
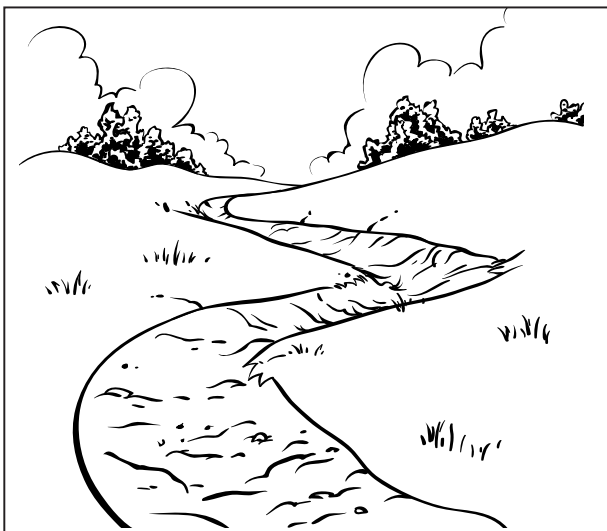
cast	rest	cost	ask
fast	test	lost	mask
last	vest	dust	task
past	west	gust	desk
best	fist	just	disk
nest	list	must	risk
pest	mist	rust	gas

Words with *r*- Blends

brag	crop	frog	press
bran	drag	grab	trap
brat	drip	grin	trip
crab	drop	grip	trot
crib	drum		

Words with *l*- Blends

bled	flag	plot	slice
blob	flap	plug	slim
blog	flat	plum	slip
blot	flip	plus	slit
clam	flop	slam	slob
clap	glad	slap	slot
clip	plan	sled	slug
club			





hand

path

stop

pant

chin

shop

hats

clip



Description

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

TEACHER TIPS

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

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

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

PREPARATION/MATERIALS

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

Direct Instruction

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

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

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

Step 1: Read the sentence carefully.

Step 2: Try each word in the blank.

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

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

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

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


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


The last word in this sentence is missing.

Point to each part of the sentence as you read.

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


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

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


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

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

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

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


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

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

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


Guided Practice

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


 *say What do you see in the picture?*

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

Then, uncover the first sentence and two answer choices.

 *Let's read the sentence together.*

Point to each word.

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

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

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

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

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

Independent Application

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


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

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

Finally, ask students to read the story aloud together.

Wrap-up

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

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

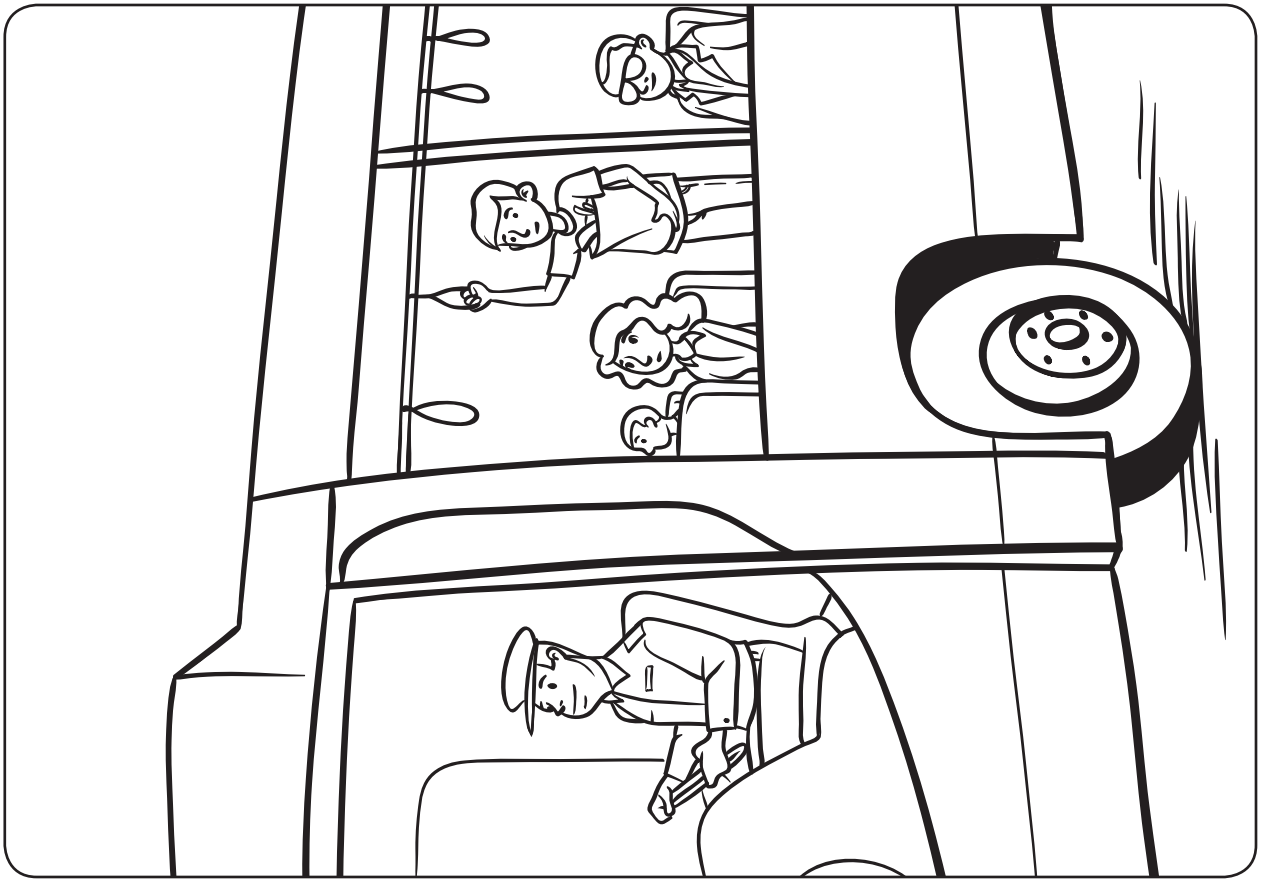
Option 2: Pick one or more pages from a familiar big book that students like. Then:

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

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- After working together to select the appropriate words to fill in the blanks, have students listen as you read the completed story (all three sentences). Point to each word as you read. Then, read the story one more time with students, without pointing, to further develop fluency.
- Facilitate collaborative discussions in which students build on each other's ideas by asking open-ended questions. After posing a question, allow time for reflection before discussing answers. Encourage students to explain their ideas and understanding.

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



Kim got on a _____ .
red bus

He had a big _____ .
bag him

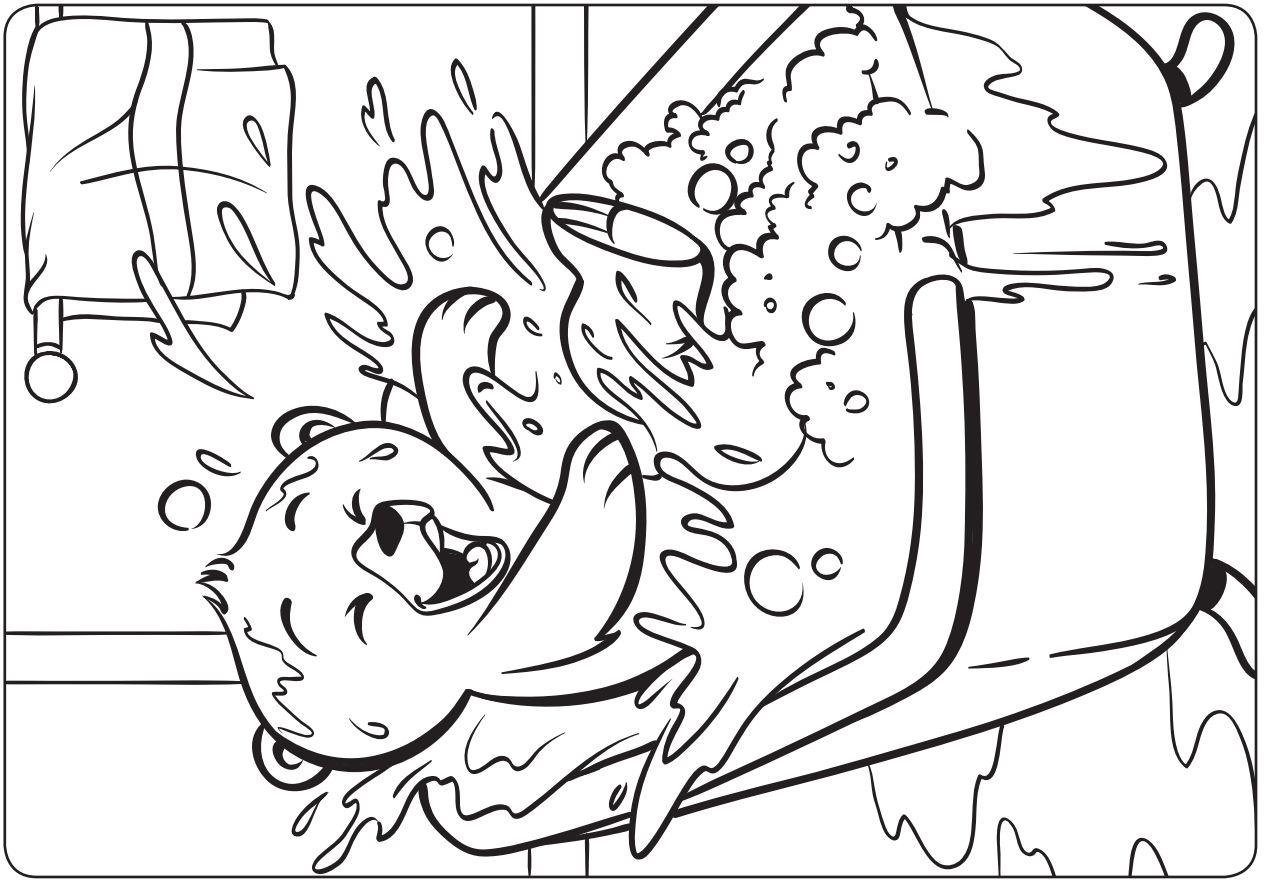
He did not _____ .
pan sit



A bug can _____.
men hop

A bug can hop in _____.
pal mud

A bug can hop on a _____.
log sit



The cub was in a _____ .
his tub got

The cub got _____ .
job wet nip

She had _____ .
fun bad met


Description

This lesson is designed to help students understand contractions and how they are formed. Knowledge of contractions will increase students' ability to comprehend written text and help them to spell these words correctly.

PREPARATION/MATERIALS

- A copy of the letter and apostrophe cards and chart at the end of this lesson (for display and for students)

Direct Instruction

 Today we are going to learn about contractions. To contract means to make smaller. When we put two words together to make a shorter word, we call it a **contraction**. We use contractions all the time when we speak and often find them in informal writing.

Use letter cards to make the words **do** and **not**. Read the words to students and discuss the meaning by naming a classroom or school rule that begins with **Do not** (e.g., **Do not run in the halls**).

 I am going to turn these two words into one shorter word.

Let students watch as you push the words together, pull out the second **o**, and replace it with an apostrophe card.

Point to **don't**.

 I just turned **do not** into **don't**.

Repeat the classroom/school rule, but use the word **Don't**. (**Don't run in the halls**.)

Hold up the **o** card that you removed.


 There are three steps to turning **do not** into **don't**:

Step One: Put the words together.


Step Two: Take the letter o away.

Step Three: Replace the missing letter o with this mark.

Point to the apostrophe.

 This mark is called an apostrophe. Say the word with me: **apostrophe**. An apostrophe takes the place of a missing letter. Watch how that works.

Recreate **do not** and then turn it back into **don't**.


 A contraction means the same thing as the words that were put together. **Don't run in the halls** means the same thing as **Do not run in the halls**.

You may want to have students take turns turning **do not** into **don't**.

Display and read this sentence: **He isn't sad**. Point to the word **isn't**.

 I can tell that this word is a contraction because it has an apostrophe in it.

Point to **is**.

 I know that this is the word **is**. I know that an apostrophe replaces a letter that has been taken out. When **n't** are together, the **o** in not has been taken out. So the two words in this contraction are **is** and **not**. I'm going to try them in the sentence to see if they make sense:

He is not sad.

Yes, that means the same thing as **He isn't sad**.

Display the chart with different contracted words.


 What did I put instead of the **o**? (an apostrophe)

Which letter did I take away from **not**? (**o**)

Follow the same procedure using the words: **it's** (contractions with is), **we're** (contractions with are), **I'll** (contractions with will), **he'd** (contractions with had), and **you've** (contractions with have). See if students can identify the letter or letters you removed and replaced with an apostrophe to make each contraction you work with.

Guided Practice

Display the contractions chart and refer to it as you work with students to make or break apart contractions.

 Now we're going to make some contractions.

Use letter cards to spell out **was** and **not**, and have the apostrophe card close by. Read the words and use them in an oral sentence (e.g., **I was not sick**).

 What should we do to turn **was** and **not** into one word? What are the three steps to follow? (push the words together, take the **o** out of not, and replace the missing letter with an apostrophe)

Read the word together and use it in the same sentence. (**I wasn't sick**.) Help students determine that **was not** and **wasn't** mean the same thing.

Now have a student pull the contraction **wasn't** apart, making two words without an apostrophe. Prompt them if necessary.

Follow a similar procedure with these words/contractions: **that is/that's, you are/you're, we will/we'll, she had/she'd, they have/they've**.

As students gain confidence, let them form the contractions as well as pull them apart. Be sure to use each word in a pair in the same oral sentence so students remember that contracting two words doesn't change meaning.

Independent Practice

Go over the contractions chart with students. Put it aside and see if students can create and take apart contractions without the chart as reference. If they struggle, display and refer to the chart as needed.


Have students work independently or in pairs. Give each student or student pair a set of letter cards and an apostrophe card. Then, follow this procedure:

- Say a sentence that contains the two words that form the contraction. Write these two words where students can see them, and have students use the letter cards to make these two words.
- Read the words together.
- Direct students to push these two words together to make a contraction, using the apostrophe for the missing letter. If they are having trouble, say the target contraction.
- After students have formed it, read the contraction together and determine that it means the same thing in the sentence.
- Finally, have students take the contraction apart to make two words again.


Suggested words/contraction pairs: **did not/didn't, he is/he's, they are/they're, she will/she'll, I had/I'd, we have/we've**

Wrap-up

Check students' understanding. Use the letter cards to spell and display **did not**. Put the apostrophe card nearby.

 *Tell me what to do to make the contraction for **did not**. (Push the two words together, take out the o in not, and replace it with the apostrophe.)*

Use the letter and apostrophe cards to spell and display **we've**.

 *What two words form the contraction **we've**? (we + have)*

If students are unsure, offer them choices that you spell out with letter cards:
weve, who are, we have.

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Modify the lesson by just focusing on contractions with not: **do not, is not, was not, would not, did not, have not, has not, cannot, are not, were not.**

If students grasp the concept, bring in other contractions, starting with **is** contractions.

Option 2: Have students act out contractions:

- Give each student a letter card to spell out the two words in a short contraction (e.g., he is, I had, is not).
- Give one student the apostrophe card.
- Help students line up, with extra room between the first and last word.
- Have each group read its word aloud.

- Then, the apostrophe comes over and taps the shoulder/s of the student/s holding up the letter/s that the apostrophe replaces.

- Those students leave, the apostrophe moves in, and the rest line up together, as the whole group and spells/reads the contraction they just made.

Option 3: On a set of colored index cards, write contractions from the lesson. Using another color or index cards, write the two words that form this contraction.

Help students match contractions to the words that form them, and vice versa. Start by offering only two possible choices, e.g., don't—did not or do not; it is —I'd or it's. If students are doing well, give them three choices.

FOR STUDENTS READY TO MOVE ON

Use letter cards and the apostrophe to give students experience with trickier contractions, always initially presenting the words in an oral context sentence. After introducing a concept, have students use letter cards and the apostrophe card to create and break apart the contractions you introduced.

Possible concepts to work with:

- **let + us = let's; I + am = I'm** (Point out that no other contractions are formed with *us* or *am*.)

- **will + not = won't** (The last three letters in the first word are replaced by letter o.)

- **he + has = he's; he + is = he's** (Both contractions look the same, but they are used in different ways. For example: *He's been sick.* = *He has been sick.* Or, *He's not sick.* = *He is not sick.* Help students understand that they can't say *He is been sick* or *He has not sick*, but they can use *He's* in both sentences. Follow a similar procedure for *She had/She'd* and *She would/She'd*.)

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®**.

Contraction Chart

not – o =	n't
is – i =	's
are – a =	're
will – wi =	'll
had – ha =	'd
have – ha =	've



a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

,

,



Description

This lesson is designed to develop automatic recognition of words containing the most frequently used ending letter patterns (often referred to as *word families*). These words are comprised of both regular spelling patterns (e.g., jump, lump, thump) and non-phonetic spelling patterns where vowel pronunciation does not follow closed syllable rules (e.g., old, hold, told). Knowledge of word families will increase fluency in reading as well as accuracy in spelling, particularly of words with irregular patterns.

TEACHER TIPS

The following steps show a lesson in which students work with the following word families: **-old**, **-ost**, **-ind**, and **-ild**. The lesson can be modified for use with other common endings patterns. See the word lists at the end of this lesson for words ending in **-ing**, **-ump**, **-unk**, **-ick**, **-all**, **-ank**, **-ull**, and **-ang**. Be sure to alert students when the word family has a non-phonetic vowel sound.

PREPARATION/MATERIALS

- For each student, a copy of the word cards at the end of this lesson

Warm-up

Use a phonological awareness activity to review how to identify rhyming words.



I'm going to say two words. Show me "thumbs up" if the two words rhyme. Remember, words that rhyme have the same sounds at the end. Show me "thumbs down" if the two words do not rhyme.

Begin with words that only have three sounds, so the rhyme consists of two sounds (a long or short vowel and a single consonant sound). Suggested word pairs: **hat/cat**, **wet/bean**, **make/rake**, **lick/chick**, **fun/night**, **rod/code**.

If students are not having trouble hearing these rhymes, quickly move on to more complex vowel sounds and rhymes. Suggested word pairs: **sing/ring**, **find/kind**, **cost/lunch**, **bump/jump**, **last/pond**, **pink/think**, **kick/fold**, **sang/gang**, **tall/wall**.

Direct Instruction



Today we're going to learn about word families. Like families of people, the words in word families go together. There are two ways the words in a word family go together:

- *They end with the same sounds.*
- *They end with the same letters.*

This means that words in a word family rhyme and are spelled alike.

Display the word cards at the end of the lesson for **cold**, **gold**, and **sold**. Point to **-old** in each word.



These three words all end with the same three letters, o-l-d. Listen as I read these words.

Read the list and point to each word as you pronounce it.



These words all end with the same sounds, /old/, so they all rhyme. They are all in the same word family, the o-l-d word family. The vowel sound in these words is long instead of short. This word family does not follow the closed syllable, short vowel rule so it can be hard to read and spell.

Use the same procedure to work with these word families:

-ost (word cards **host, most, post**)

-ind (word cards **find, kind, mind**)

-ild (word cards **mild, wild**)

Guided Practice

Create a chart with four columns labeled **-old**, **-ost**, **-ind**, and **-ild**.

Display the chart so that the columns can be filled in by writing words, taping word cards, or pinning word cards.

Shuffle the word cards from the end of the lesson together.



We're going to put words together that belong in the same word family.

Display the word cards one at a time.

As you hold up a word card, read the word to students. Segment the beginning sound so that students can focus on the endings sounds (e.g., /k/... old).

Ask students to identify the ending sounds and name the last three letters. Then, work with students to sort all the cards into the proper column on the chart. When you are done, read the words in each list with students. Have them tell how all the words in that list are the same. (They are a word family. They end with the same three letters, and they end with the same sounds.)

Independent Application



Now, you're going to put words together that belong in the same word family.

Give each student a set of word cards, shuffled together. Have students independently sort these word cards into word families. When they are done, have them read aloud each list of words and describe the word family (e.g., these words are in the -old word family.)

For further practice, two students could shuffle their word cards together to make a deck of 16 that they lay out in four rows of four. Then they could play Concentration, taking turns flipping two cards and making matches of words that are exactly the same or are in the same word family.

Wrap-up

Check students' understanding. Display the word cards for **cold** and **gold**.

say How are these words alike? (They end with the same letter pattern and letter sounds and belong to the -old word family.)

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Repeat the lesson but have students work with only two word families at a time.

Instead of the non-phonetic word families included in the lesson, you might repeat the lesson with two word families that are easy to decode and have more exemplars, such as **-ump** and **-ick**. See the word lists at the end of this lesson.

FOR STUDENTS READY TO MOVE ON

Set up a four-column chart that students can fill in themselves. Working independently or in pairs, have students sort dictated words into columns by writing the word in the correct column.

Extend the word sorts by having students work with four other word families. See the word lists at the end of this lesson.

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

Word Families

-ing

bring	sing	sting	wing
king	sling	string	
ring	spring	thing	

-ang

bang	gang	rang
fang	hang	sang

-ump

bump	grump	lump	thump
clump	hump	pump	
dump	jump	stump	

-ull

bull	full	pull
------	------	------

-unk

bunk	dunk	skunk	trunk
chunk	hunk	stunk	
clunk	junk	sunk	

-ild

child	mild	wild
-------	------	------

-ick

brick	kick	quick	thick
chick	lick	sick	trick
click	pick	stick	

-ind

blind	grind	mind	wind
find	kind		

-all

ball	hall	small	tall
call	mall	stall	wall
fall			

-old

bold	fold	hold	sold
cold	gold	scold	told

-ank

bank	plank	stank	thank
blank	rank	tank	yank
drank	sank		

-ost

ghost	host	most	post
-------	------	------	------



post

mind

most

kind

host

find



mild

gold

wild

sold

cold

Description

This lesson is designed to give students strategies that promote automatic recall of the sound/symbol correspondence for **b**, **d**, and **p**. These reversible letters are frequently confused because they have similar names, shapes, and sounds.

TEACHER TIPS

This lesson presents **b**, **d**, and **p** at the beginning of words. The same steps may be used for **b**, **d**, and **p** at the end of words (such as tub, red, and cap). When you stress the beginning or ending consonant sound in a word, try to avoid adding a vowel sound. Try to say /d/, rather than *duh*. Also, for /p/, release a short burst of air, and be careful not to use your voice because it will make /p/ sound like /b/.

This lesson provides strategies for addressing visual confusion between the letters b/d and d/p. Refer to the details in your students' Skills Report to determine which pair to focus on.

If students struggle with auditory confusion between the letters b and p, use the Lexia Lesson *Consonants with Similar Sounds*.

PREPARATION/MATERIALS

- Keyword Image Cards for **b**, **d**, and **p**
- Lined paper and a pencil for each student
- Three shoebox-sized boxes labeled at one end with the letters **b**, **d**, or **p**
- Copies of the letter, word, and picture cards at the end of this lesson

Warm-up

 *Let's begin by reviewing three letters. Here is the first letter.*

Hold up the Keyword Image Card for **b**. Point to the letter.


 *What letter is this? (b) Let's think about how to make this letter. I'll do it first and then we'll do it together.*

Display the letter **b**. Then trace over it, beginning with the straight line.

 *First the bat. (Trace down the straight line.) Then the ball. (Trace the loop.) Now let's do it together.*

Have students follow you, writing their letters on paper, on the table, or in the air while you repeat the directions. Watch as students form their letters. Give them feedback and, if necessary, more practice.


Point to the picture on the Keyword Image Card.

 *This is a boy. The first sound in the word boy is /b/. Watch my mouth: /b/, /b/, /b/. Now get your mouth ready and say the /b/ sound with me: /b/, /b/, /b/. This is the sound that b makes.*

Follow a similar procedure for **d** and **p**. Use this script for **d**: "First the *drum*." (Trace over the loop.) "Then the *drumstick*." (Trace down the straight line.) For **p**: "First the *paddle*." (Trace down the straight line.) "Then the *pool*." (Trace over the loop.)

Direct Instruction


Display three shoebox-sized boxes labeled on one end with the letters **b**, **d**, or **p**.

 *Today we're going to work with these three letters: **b**, **d**, and **p**. These letters are easy to confuse because they sound a lot alike and they look a lot alike.*

Display the Keyword Image Cards for **b**, **d**, and **p**.


 *One way to remember what sound a letter says is to remember the keyword to go with it.*

Point to the boy on the **b** card.


 *The word boy starts with /b/. When you see the letter **b**, think of the sound you hear at the beginning of boy. Let's say boy together and listen for the **b** sound: /b/ oy.*

Follow the same procedure for **d** and **p**.


The b/d Strategy


 *Lower case **b** and **d** look a lot alike.*

Display the picture for **bed**.


 *See how the word bed looks like a bed? Now look at the letters. What's the first letter? (**b**) Yes, bed begins with the sound for b. Listen: /b/ ed. What letter do you see at the end of bed? (**d**) Yes, bed ends with the sound for d. Listen: be /d/.*

Point to the picture.


 *These letters look a lot alike but they are different in one important way. The line in the letter **b** comes before the circle and the line in the letter **d** goes after the circle. Here's a way to remember the difference between lowercase **b** and **d**.*

 *Look at the "thumbs up" hands in this picture. Put your "thumbs up" hands together so they make a bed like in the picture. Your thumb shows you where the line goes. In **b** it goes first and in **d** it goes last. If you get confused about where the circles go in **b** and **d**, think of the word bed and use your "thumbs up" hands to decide.*

The d/p Strategy

 *Look at the letters in the word dip. What's the first letter? (**d**) Yes, dip begins with the sound for d. Listen: /d/ ip. What letter do you see at the end of dip? (**p**) Yes, dip ends with the sound for p. Listen: di /p/.*


Point to the **d** and **p** in dip.

 *These letters look alike but they are different in one important way. The line in the letter **d** stays above the writing line and the line in the letter **p** goes below the writing line.*


Point to the writing line.

 *Here's a way to remember the difference between lowercase **d** and **p**.*

Point to the arrow.

 *When something dips, it starts up and then goes down. See the arrow on the word dip? It starts at the top of the **d** and dips down below the line to make the letter **p**.*

Trace the arrow and have students make a dipping movement with their finger as they say p.

-  So if you get confused about which way the lines go in **d** and **p**, up or down, think of the word **dip** and make the dipping motion with your hand to decide.


Guided Practice

Visual Recognition


Hold up the word card **big**.

-  The word on this card starts with one of these letters: **b**, **d**, or **p**.


Point to the **b**, **d**, and **p** on the three boxes.

-  I'm going to put it in the box where it belongs.

Put the **big** card next to the **b** on one of the shoeboxes, so that the **b**'s are side by side.

-  Use your "thumbs up" hands to demonstrate how to compare the letters on each box with the card. These letters match. This word goes here.

Put **big** in the **b** box.


-  Now I'm going to show you more words, one at a time. These words all start with **b**, **d**, or **p**. We are going to put all the **b** words in the **b** box, the **d** words in the **d** box, and the **p** words in the **p** box. Ready?

Shuffle the other word cards together in random order. Then go through the cards, one at a time, and decide together in which box each word belongs. Have students use the bed "thumbs up" hands and the "dip" strategies as they make their decisions. Put the word card beside the letter on each box, so they are side by side.

Auditory Recognition

-  Now we're going to look at some pictures. The picture names begin with the letter **b**, **d**, or **p**.


Hold up the picture of a pin.

-  What is this? (a **pin**) What sound do you hear at the beginning of the word **pin**? Listen: /p/ in. (/p/) Tell me which letter stands for /p/. (**p**)

If necessary, say the letter names and sounds together. Shuffle the other picture cards so they are in random order. Continue sorting them with students.

-  Now we're going to spell some of these names.

Display **_ig** and the picture card for **dig**.

-  What sound do you hear at the beginning of **dig**? Listen: /d/ ig. (/d/) Which letter stands for /d/, **b**, **d**, or **p**? (**d**)

Have students use the bed "thumbs up" hands and the "dip" strategies as they make their decisions. Fill in the **d** to make **dig**. Read the word with students. You may want them to copy this word on a piece of paper. Make sure they have formed the **d** correctly.

Follow the same procedure for **_ot**, using the **pot** picture, and **_at**, using the **bat** picture.

Independent Application

Give each student a set of letter cards for **b**, **d**, and **p**.

*(say) I'm going to say a word. Listen to the first sound in the word. Hold up the letter that spells this sound. The first word is **bun**. Listen: /b/ un. Which letter is at the beginning of bun? (b)*

Suggested words: pot, den, pet, dug, bag.

If students are having difficulty, have them use the bed "thumbs up" hands and the "dip" strategies as they make their decisions.

Wrap-up

Check students' understanding. Have students write lowercase **b**, **d**, and **p** one at a time on a line, and identify the strategy that they use to remember how to form the letters (bed "thumbs up" hands and making the *dip* motion).

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Review the use of the bed "thumbs up" hands and dip strategies, contrasting only two letters at a time. Display the picture cards, to help students remember how to form **b**, **d**, and **p**. Then have students write a line of **b**'s on lined paper, matching each one with the correct "thumbs up" hand. Then do the same with **d**'s. Have them write a line of **p**'s, using a dipping motion to check that the **p** dips below the writing line.

Option 2: Hold up the word cards, one at a time, identify the beginning consonant, and say the word. You may want to discuss meaning to provide context. Then go through the cards again. See if students can identify the beginning consonants and read the word.

FOR STUDENTS READY TO MOVE ON

Give each student a copy of the incomplete word **_ig**.

Display the pig picture.

(say) What sound do you hear at the beginning of pig? Listen: /p/ ig. Choose the letter that spells /p/. Write it on the line to make the word pig.

Read the completed word together. Check students' formation of the letter **p**.

Follow the same procedure for **_ot** (dot) and **_ox** (box). Display the dot picture card as you say the word **dot**. Point to one of the three boxes for context as you say the word **box**.

If students make a mistake, again have them use the bed "thumbs up" hands and the "dip" strategies as they make their decisions.

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

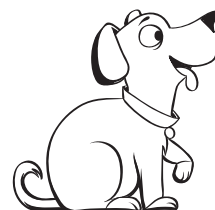
For further practice with these skills, provide students with **Lexia Skill Builders®**.



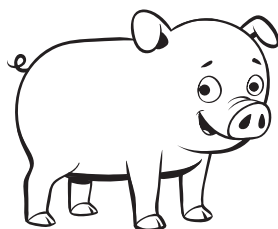
b



d



p





dip

bed



b

d

p



dad

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big

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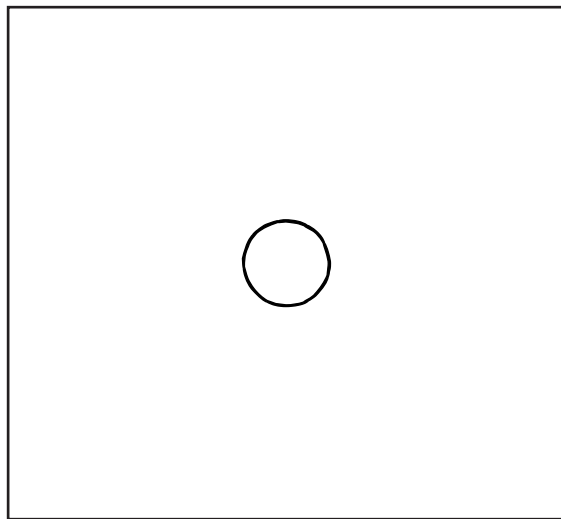
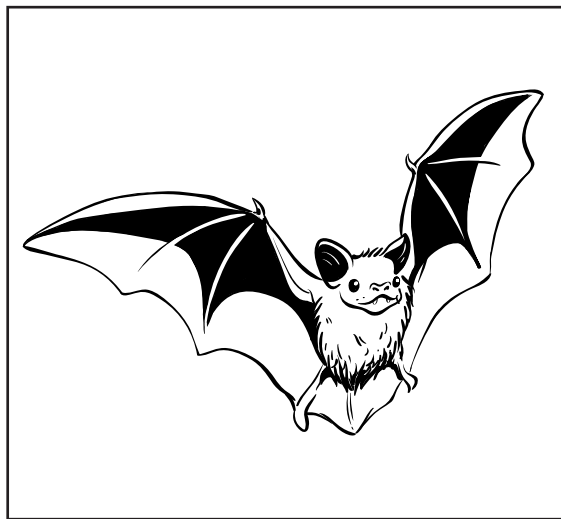
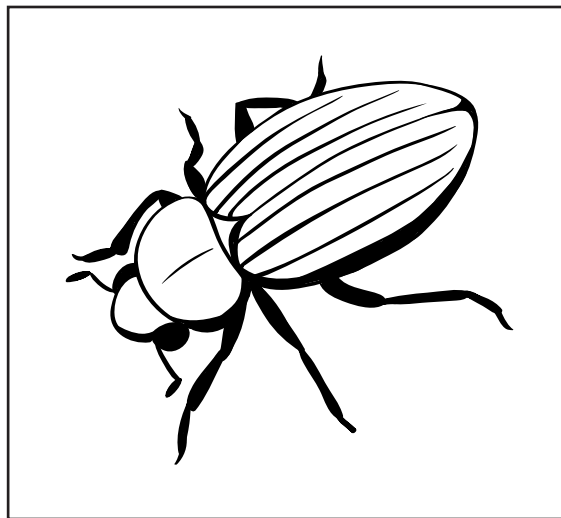
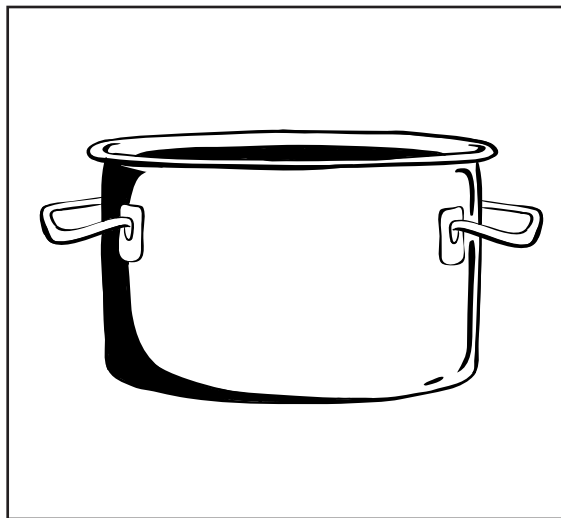
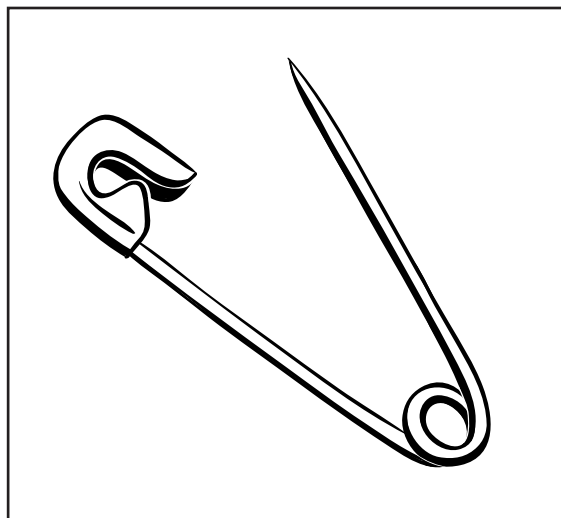


ot _

ox _

ig _

at _



Description

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

TEACHER TIPS

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

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

PREPARATION/MATERIALS

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

Warm-up


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

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


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

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

Direct Instruction

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

Display the word card **mad**.

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


Display the Silent **e** letter card.

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


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

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

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

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

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


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

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


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

Guided Practice


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

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

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

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

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


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


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

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

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

Display the word **rule**.

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

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

Independent Application

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

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


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

Wrap-up

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

 *What is this word? (not)*

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

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

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

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

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

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

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

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

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

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

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

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

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

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

FOR STUDENTS READY TO MOVE ON

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

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

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

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

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



e

mad

Kit

pet

Tim

Rob

tap

tape

fin

fine

hop

hope



cut

cute

tab

wave

came

wet

ten

Pete

Zeke

dig

sit

wide



pile

dot

joke

note

bug

gum

tube

mule

not