

Lesson 4

Rhyme With Me!



SAY

Rhyming is when the words sound the same at the end like f-un, s-un, and, r-un! We are going to say our Rhyme With Me chant!
Repeat the chant after me!
"It's rhyme time!
We are going to have a fine time rhyming together today!"



DO

Say one sentence at a time of the Rhyme With Me chant and ask the students to repeat after you.



SAY

Let's practice our rhyming skills! When I say a word you say a rhyme. Ok?



DO

Wait for the students to say yes. Repeat directions as needed.



SAY

Think about a word that rhymes with slip. Whisper the word in your hand and hold it tight. We will share after we all have a chance to think first.



DO

Listen and watch as students think of a word. Provide support as needed.



SAY

Ok, let's hear them. What word rhymes with slip?

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DO

Repeat rhyme practices with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Rhyme Word List: slip, dot, knat



Correction Routine: If any students make an error, have the whole group watch as you model.

My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.

Lesson 4

Introduce the sounds!



Letters are either a vowel (a, e, i, o, u) or a consonant (other letters).

Knowing the difference between a vowel and consonant helps students decode, read, and spell words. In this unit, students will learn to read and say the short /i/ sound.

VC words use the short vowel sounds. (a, e, i, o, u)

in
/i/ /n/ = in

it
/i/ /t/ = it

is
/i/ /s/ = is



SAY

Learning new sounds is so cool! Repeat our chant after me!
"It's time to learn new sounds!
We use the sound rule to help us read!"



DO

Say one sentence at a time of the Introduce the Sound chant and ask the students to repeat after you.

Lesson 4

Let's learn a super cool new rule today!



Remember that letters are either a vowel (a, e, i, o, u) or a consonant (other letters). Knowing the difference between a vowel and consonant can help you decode words and read them. Let's sing our Alphabet Song using our **Letter Mat**. Then, we'll go back and point out the vowels and consonants.



Sing the Alphabet Song sound pointing to the consonants and vowels. Listen as students identify the letters. Take notes on the students that can accurately name consonants and vowels and students that may need reteaching and/or additional support.



Let's look at some super cool vowels. In our last lesson we found out that some vowels can say their name. Vowels are so cool that they can make different sounds. Another sound a vowel can make is a short sound. When we have a vowel and a consonant, it is a VC pattern. When we say these words the vowel says a short sound. For example, in is a VC word, so we read the word /i/ /n/ = in.



Show students the **Sound Letter Card for i**.

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Let's look at short i. This vowel makes the /i/ sound like /i/ in igloo or the long i sound like in like. When we see this card, we'll say the short sound /i/ then the long sound /i/ because we've learned 2 sounds an i can make. We will explore the short i vowel sound during this lesson, /i/.

Blend the sounds!



Blending sounds helps us read the words smoothly! Repeat our chant after me!

"It's time to blend the sounds!

It's time to blend the sounds to help us read the words smoothly!"



Say one sentence at a time of the Blend the Sounds chant and ask the students to repeat after you.



Let's practice blending the sounds in some words today!

When we blend the sounds in words, it helps us read the words smoothly. Let's try it.



Look at our words for today.

Lesson 4



Let's look at the word it. This word has two letters, one vowel, the letter "i" and one consonant, the letter "t". In this word the vowel says the short sound. What sound is it making? Share with a partner next to you.



Listen as students share the sound. Take notes on the students that can accurately name and articulate the sound and students that may need reteaching and/or additional support.



Yes, the vowel is saying a short sound /i/ like in igloo. When we read this word we blend the /i/ sound with the /t/ sound. /i/ /t/ = it.



Look at our next word for today.



It is fun to use make believe words to practice sound rules. We are going to use some make believe words to help us practice today. Let's look at the make believe word ig. This word has two letters, one vowel, the letter "i" and one consonant, the letter "g". In this word the vowel says the short sound. What sound is it making? Share with a partner next to you.



Listen as students share the sound. Take notes on the students that can accurately name and articulate the sound and students that may need reteaching and/or additional support.

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Yes, the vowel is saying a short sound /i/ like in igloo. When we read this word we blend the /i/ sound with the /g/ sound. /i/ /g/ = ig. Great thinking! Awesome job blending the sounds today!

Read the words!



When we practice reading the words, it can help us read the words faster and faster. This helps us learn to read smoothly like when we are speaking! Repeat our chant after me!
"It's time to read the words!
It's time to read the words, so we can read smoothly, like we are speaking!"



Say one sentence at a time of the Read the Words chant and ask the students to repeat after you.



Let's practice reading words today!

We are going to read the words. When we practice reading the words, it helps us read faster and faster. This helps us focus on what we can learn from the words.

Lesson 4



DO

Look at our words for today.



SAY

Let's look at the first word. When we read this word, we say "in". Your turn.



DO

Listen as students read the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Yes, the word is "in".

Let's look at the next word. How would you read this word?



DO

Listen as students read the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Yes, the word is "if".

Great thinking! Awesome job reading the words today!

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Correction Routine: If any students make an error, have the whole group revisit the spelling for the word.

For decodable words: Say my turn. [Say and sound out the word.] If any students missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say your turn. Guide students as necessary to record letters for each sound they hear in the word.

Decode the words!



SAY

Decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! Repeat our chant after me!

“It’s time to decode the sounds in the words!

It’s time to decode the sounds in the words so we can read the words!”



DO

Say one sentence at a time of the Decode the Words chant and ask the students to repeat after you.

Lesson 4

Let's practice decoding the sounds in words today!



SAY

We are going to decode the words. Remember, decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! When we decode the sounds in words, it helps us read the words correctly.



DO

Look at our words for today. Remember, we are going to use some make believe words to help us practice today.



SAY

Let's look at the word is. This word has two letters, one vowel, the letter "i" and one consonant, the letter "s". In this word the vowel says the short sound. When we decode this word, we say /i/ /s/ = is.



DO

Model decoding the word as you push an object up in **Double Decker Elkonin Boxes**.



SAY

Do it with me.



DO

Listen as students decode the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.

Lesson 4



SAY

Yes, when we decode this word, we say /i/ /s/ = is.

Let's look at the next word. How would you decode this word?



DO

Listen as students decode the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Yes, when we decode this word, we say /i/ /c/ = ic. Great thinking! Awesome job decoding words today!



Correction Routine: If any students make an error, have the whole group watch as you model.

My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.

Lesson 4

Spell the words!



SAY

When we can spell words, it shows that we met the target. When we hear the sounds, we can match the sounds to the correct letters and spell the word!

Repeat our chant after me!

“It’s time to spell the words!

It’s time to spell the words to show we understand the rule!”



DO

Say one sentence at a time of the Spell the Words chant and ask the students to repeat after you.



SAY

Let’s practice spelling words with the words today!

We are going to spell the words. Remember when we can spell words with the correct rule it shows that we met the target. When we hear the sounds we can match the sounds to the correct letters and spell the word!



DO

Listen to our words for today. Remember, we are going to use some make believe words to help us practice today.

Lesson 4



The word is **ib**. How would we spell the word **ib**? Let's listen to the sounds and match the sound to the correct letter. The word is "ib". I hear "i-b" and I know that sound for /i/ = the letter i and the sound for /b/ = the letter b so I know it is spelled with the letters i and b, **ib**. Grab your **whiteboards** and spell **ib**.



Watch as students spell the word using the letter and sound connections. Take notes on the students that can accurately articulate the sound and spell the word and students that may need reteaching and/or additional support.



Yes, when we spell the word **ib**, we write the letters **i-b**.

The word is **ip**. How would you spell this word?



Watch as students spell the word using the letter and sound connections. Take notes on the students that can accurately articulate the sound and spell the word and students that may need reteaching and/or additional support.

Watch as students spell the word using the letter and sound connections. Take notes on the students that can accurately articulate the sound and spell the word and students that may need reteaching and/or additional support.

Lesson 4



SAY

Yes, when we spell the word ip, we write the letters i-p.

Great thinking! Awesome job spelling words today!



Correction Routine: If any students make an error, have the whole group revisit the spelling for the word.

For decodable words: Say my turn. [Say and sound out the word.] If any students missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say your turn. Guide students as necessary to record letters for each sound they hear in the word.

High Frequency Words!



SAY

Some words we can sound out now, some words we'll learn how to sound out later, and some words are rule breakers and we can't sound out. Words that show up a lot in books are called High Frequency Words. Let's learn some! Repeat our chant after me!

"We see high frequency words all the time!

Let's figure out how to read them!"

Lesson 4



DO

Say one sentence at a time of the High Frequency Words chant and ask the students to repeat after you.



SAY

Let's read our high frequency words!

Today, we're learning 3 words that follow the rule that you learned today! When a word is made up of a vowel and consonant, the vowel makes the short vowel sound.



DO

Point to the word *is*.



SAY

This word starts with a vowel and is followed by a consonant. The *i* says /i/ like igloo and the *s* says /s/. /i/ /s/ says *is*. Read it with me.



DO

Point to the word *is* as students read.



SAY

How would we read this word?



DO

Point to *in*. Take notes on the students that can accurately read the word and students that may need reteaching and/or additional support.

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SAY

Yes, we read this word with the short i sound and /n/.

How would we read this word?



DO

Point to *it*. Take notes on the students that can accurately read the word and students that may need reteaching and/or additional support.



SAY

Yes, we read this word with the short i sound and /t/. Nice! Let's read our three new words one last time.



DO

Point to the words and read one last time together as a group.



SAY

Excellent work learning 3 new high frequency words!

High Frequency Word List: is, in, it



Correction Routine: If any students make an error, have the whole group watch as you model.

My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.