

Lesson 1

Onset & Rime Time!



SAY

We are going to say our Onset & Rime chant!
Repeat the chant after me!
“It’s Onset and Rime time!
We want to hear the beginning sounds in a word!
We want to hear the ending sounds in a word!”



DO

Say one sentence at a time of the Onset & Rime chant and ask the students to repeat after you.



SAY

Let’s practice our Onset & Rime skills! We want to hear the beginning sound (before the vowel) or onset in a word. Like the /s/ sound in set. We want to hear the ending sound or rime (ending letters with the vowel) in the same word. Like /et/ in set. When I say some words I want you to think of the onset and rime in each word just by hearing the word. Ok?



DO

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



SAY

Think about this word drop. What is the beginning (onset) and ending (rime) sound of the word? Whisper the onset and rime in your hand and hold them tight. We will share after we all have a chance to think first.

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DO

Listen and watch as students think of the onset and rime. Provide support as needed.



SAY

Ok, let's hear them. Think about this word cot. What is the beginning (onset) and ending (rime) sound of the word?



DO

Repeat onset & rime practice 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.

Onset & Rime List: dr-op, c-ot, m-ap, sl-ip, p-ack



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 1

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 consonant vowel consonant words.



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

cat
/k/ /ă/ /t/ = cat

pit
/p/ /i/ /t/ = pit

fun
/f/ /ŭ/ /n/ = fun



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 1

Let's learn a super cool new rule today!



SAY

Today we're starting Unit 2. In this unit, we're going to learn how to read another kind of word. Last unit you became proficient in reading vowel consonant words. Today, we're going to start reading consonant vowel consonant words. What's different about our new pattern?



DO

Listen as students respond and make sure that all students identify that our new pattern begins with a consonant.



SAY

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.



DO

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.



SAY

When we read CVC words, we use the short vowel sound. For example, cat is a CVC word, so we read the word /k/ /a/ /t/ = cat. Let's quickly review the short vowel sounds.

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DO

Show students the **sound letter card for short a, e, i, o, u.**



SAY

We will explore how to read CVC words during this lesson.

Blend the sounds!



SAY

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!"



DO

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



SAY

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.



DO

Look at our CVC words for today.

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SAY

Let's look at this word.



DO

Point to the word *cat*.



SAY

This word begins with a consonant, c. Next comes a vowel, a. It ends with another consonant, t. This is a CVC word. Another name for a CVC word is a closed syllable, because it ends with a consonant. Because it's a CVC word, or a closed syllable, I know that I will use the short vowel sound for a, /a/. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word. /k/ /a/ /t/ = cat. Let's blend it together now.



DO

Listen as the students blend the word *cat*.



SAY

Let's look at another word.



DO

Point to the word *tag*.

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SAY

This word begins with a consonant, t. Next comes a vowel, a. It ends with another consonant, g. This is a CVC word. Another name for a CVC word is a closed syllable, because it ends with a consonant. Because it's a CVC word, or a closed consonant, I know that I will use the short vowel sound for a, /a/. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word. /t/ /a/ /g/ = tag. Let's blend it together now.



DO

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



SAY

Great thinking! Awesome job blending the sounds today!

Read the words!



SAY

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!"

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DO

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



SAY

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. Let's look at the first word.



DO

Point to the word *red*.



SAY

When we read this word, we look to see what spelling pattern it uses so we know what vowel sound to make. I see a CVC closed syllable pattern. We'll use the short vowel sound. /r/ /e/ /d/ = red.



DO

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



SAY

Do it with me. Your turn.

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



Yes, the word is “red”. Let’s look at the next word. How would you read this word?



Point to the word *pit*. 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.



Yes, the word is “pit”. One more.



Point to the word *dog*. 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.



Great thinking! Awesome job reading the 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.

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.

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SAY

Let's practice decoding the sounds in words today!

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.

Look at our words for today.



DO

Point to the words.



SAY

First, look at the spelling pattern to decide what vowel sound to use. Next, say each sound. Finally, blend the sounds together to read the words.



DO

Partner students.



SAY

You and your partner work together to decode these words (**nap, yet, got, fun**). I'll be by to listen.



DO

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

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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.

Spell the words!



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!”



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

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Let's practice spelling 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! Listen to our words for today.



SAY

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



DO

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.



SAY

Yes, when we spell the word six, we write the letters s-i-x.

The word is bus. How would you spell this word?

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DO

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.



SAY

Yes, when we spell the word bus, we write the letters b-u-s.

One more, jet.



DO

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.



SAY

Yes, we spell the word j-e-t. Great thinking! Awesome job spelling 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.

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!"



DO

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

Lesson 1

Let's read our high frequency words!



Today, we're learning 1 word that has an interesting rule. English words don't end in *v*, so if the word does end with a *v*, we add an *e*. The *e* doesn't make any sound, it's just there so that the word doesn't end with a *v*.



Point to the word *have*.



This word has a *v* and *e* at the end. The *e* is there so that the word doesn't end in a *v*. The *e* doesn't make a sound. Let's cover up the *e* and look at the rest of the word. Look! It's a CVC word! We know how to read those. Let's use the short sound of *a*. What's the short sound of *a*?



Listen.



How would we read this word? *H* says /h/, *a* says its short sound /a/, and *v* says /v/. The *e* does not make a sound. Why is it there?



Listen as students explain the rule.



Let's blend the word together: /h/ /a/ /v/ = have. Now you know a new word that you'll see all the time. Let's read our word one last time.

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DO

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



SAY

Excellent work learning 1 new high frequency word and a new rule.

High Frequency Word List: have



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

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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.