

Lesson 4

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. Yes! bl-og. Great! Think about this word leg. 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: sh-ut, dr-um, sw-am, l-eg, bl-og



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.

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 practice the short /i/ sound.

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

hip kid him
/h/ /i/ /p/ = hip /k/ /i/ /d/ = kid /h/ /i/ /m/ = him



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.

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Let's learn a super cool new rule today!

Let's continue reading CVC words today. All the words today will use the vowel i.



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 /h/ /i/ /p/ = hip. Let's quickly review the short vowel sounds.



DO

Show the **letter i sound letter card**.



SAY

The short sound of i is /i/ like insect. What is the short sound of i?

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DO

Listen and correct if necessary.



SAY

When we read CVC words, or closed syllables, we use the short vowel sound. We will explore how to read CVC words with the vowel *i* 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

Point to the word *fit*.

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SAY

This word begins with a consonant, f. Next comes a vowel, i. It ends with another consonant, t. This is a CVC word or 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 i, /i/. 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. /f/ /i/ /t = fit. Let's blend it together now.



DO

Listen as the students blend the word.



SAY

Let's look at another word.



DO

Point to the word *him*.



SAY

This word begins with a consonant, h. Next comes a vowel, i. It ends with another consonant, m. This is a CVC word or 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 i, /i/. 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. Let's blend it together now.

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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

/h/ /i/ /m/ = him. 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!”



DO

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

Lesson 4



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.



Show the text "The Hat".
I like the man.
I like his hat.
The hat fits.
It fits him.



Let's read the title together.



Point to the title as everyone reads it.



This very short story is about a man who wears a hat. Read this with your partner taking turns.



Listen as students read the text. 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. When each partner has gotten a chance to read it, pull the group back together.

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SAY

Let's talk about what you read and how you knew how to read it.



DO

Point to "l".



SAY

When a vowel is by itself, what sound does it use?



DO

Listen as students respond that it uses the long vowel sound. Point to "like".



SAY

This is one of our high frequency words. The e at the end makes the i say the long vowel sound. This word is ...?



DO

Listen as students say "like". Point to *the*.



SAY

This word is a rule breaker that we learned as one of our high frequency words. It says "the". Which words follow our CVC spelling pattern?



DO

Listen as students point out the words *man, his, hat, fits, him*.



SAY

Let's read the sentences one last time.

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DO

Listen as students read the sentences. 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

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.

Lesson 4



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.



Point to the words.



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.



Partner students.



You and your partner work together to decode these words (**kid**, **tip**, **zip**, **fin**, **mix**). I'll be by to listen.



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.

Lesson 4



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.

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.

Lesson 4

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.



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



Yes, when we spell the word six, we write the letters d-i-g.

Now, spell the word did by only changing one consonant. What do you change to make did?

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Listen as students explain that the final consonant was changed from a g to a d and that changed the word from dig to did.



Yes, when we spell the word did from dig, we change the final consonant from a g to a d.

Now, spell the word, dim, by changing one consonant. What do you change to make dim?



Listen as students explain that the final consonant was changed from a d to a m and that changed the word from did to dim. 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 dim from did, we change the final consonant from a d to a m. 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!



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!"



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



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 *with*.



Let's segment this word into it's sounds. See has three sounds, /w/, /i/ and /th/. T-h is a digraph. When you put t with h, it makes a new sound /th/. Say it with me.

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Listen as students say /th/.



Let's blend it one more time: /w/ /i/ /th/ = with.



Listen and correct if necessary.



Let's read it again!



Point to the word and read together as a group.



Let's read our previous high frequency words!



Point to or hold up all the high frequency words to this point as the students read them.



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

High Frequency Word List: with

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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.