

Level A: Unit 5, Lesson 1

Lesson Objectives: I can ...

- Read and spell words with consonant digraphs.

Decodable Text for this Lesson

- “Dash and the Seed”



In this unit, students build on their knowledge of letter-sound relationships by exploring consonant digraphs within closed syllables. Closed syllables usually use short vowel sounds.

Differentiation Ideas

Teacher-directed: Ask scaffolded questions when students are working with a partner or alone. Think aloud to help students understand how you know the answers to these questions.

- Look at the word *shop*. How do you sound out the word *shop*? What is the consonant digraph? What sound does the vowel make?

Practice: Repeat portions of the lesson that would help students to understand the skills.

- Use double-decker Elkonin boxes to blend and segment the words *chop*, *chat*, *shut*, *dash*.

Acceleration: Ask students to demonstrate more complex skills that build upon the skills explored in the lesson with a partner or independently.

- Make a list of consonant digraphs.

Deletion and Substitution, 5 minutes



We are going to say our “Deletion & Substitution” chant! Repeat the chant after me!
“It’s deletion and substitution time!
We want to change the beginning, middle, and ending sounds!
We want to make a new word.”



Say the chant one sentence at a time, allowing students to repeat after you.



Let’s practice our deletion skills! When we delete the sound in a word, we take one sound away. The first word is *stop* /s/ /t/ /o/ /p/. Delete /s/ from *stop*. What is the new word?



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



Yes, when we delete /s/ from *stop*, the new word is *top*.



Repeat deletion practice as time permits: delete /s/ from *stop*, *star*, *self*, *past*, *just*, *fist*.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers and emphasizing the sound being deleted. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Level A: Unit 5, Lesson 1

Introduce the Sounds, 5 minutes



A consonant digraph is when two consonants come together to make one new sound. Consonant digraphs include S-H /sh/, T-H /th/, and C-H /ch/. In this unit, students practice consonant digraphs in words with the short vowel sound. Examples: /sh/ /u/ /t/ *shut*, /ch/ /o/ /p/ *chop*, /d/ /a/ /sh/ *dash*.



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!"



Say the chant one sentence at a time, allowing students to repeat after you.



Let's learn a super cool new rule today! Remember that you learned to read and spell words with the sound-spelling pattern consonant-consonant-vowel-consonant (CCVC) words where the consonant-consonant was a consonant blend. Remember that in a consonant blend, each consonant makes its sound. Today we'll start exploring words with consonant digraphs. What is a consonant digraph? It's when two consonants come together and instead of hearing each sound in the word, the two consonants make one new sound together. Words in this unit will begin with two consonants, then have a vowel, and finish with a consonant. When we read CCVC and CVCC words with consonant digraphs, we use the short vowel sound. For example, the word *shut* is a CCVC word with a consonant digraph, S-H. We read the word /sh/ /u/ /t/ *shut*. First, let's review the short sounds of the vowels.



Show the **a, e, i, o, u sound letter cards** and review the sounds.

Blend the Sounds, 5 minutes



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 the chant one sentence at a time, allowing students to repeat after you.



When we blend the sounds in words, we can read the words smoothly. In a consonant digraph, two consonants make a new sound, and then we blend that new sound with the other sounds in the word.



Point to the word *shed*.



This word begins with a consonant digraph, S-H. S-H says /sh/. Next comes a vowel, E. The word ends with another consonant, D. This is a CCVC word or closed syllable, because it ends with a consonant, which means the vowel sound uses the short vowel sound for E, /e/. 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. /sh/ /e/ /d/ *shed*. Segment and blend the word together now using **double-decker Elkonin boxes**.

Level A: Unit 5, Lesson 1



Segment and blend the word *shed* using the **double-decker Elkonin boxes**.



Notice that there are four letters, but only three sounds in the word *shed*. S-H is a consonant digraph that only makes one sound. Let's look at another word.



Point to the word *whip*.



This word begins with a consonant digraph, W-H. W-H says /wh/. Next comes a vowel, I. The word ends with another consonant, P. This is a CCVC word and a closed syllable, because it ends with a consonant which means the vowel uses 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. /wh/ /i/ /p/ *whip*. Blend the word together now using **double-decker Elkonin boxes**.



Listen as students blend the word. Take note of which students can accurately blend the word and which students may need reteaching or additional support.

Read the Words, 5 minutes



When we practice reading the words, we can 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 the chant one sentence at a time, allowing students to repeat after you. Point to the word *chap*.



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 CCVC spelling pattern, which means the vowel makes the short vowel sound. I also know that C-H is a consonant digraph, so C-H only makes one sound. C-H says /ch/. /ch/ /a/ /p/ *chap*. Your turn. Use **double-decker Elkonin boxes**.



Listen as students read the word. Provide assistance and direction as needed.



Yes, the word is *chap*. Look at the next word. How would you read this word? Use **double-decker Elkonin boxes**.



Listen as students read the word *much*. Provide assistance and direction as needed. Repeat practice with the word *chin*. Take note of which students can accurately read the words and which students may need reteaching or additional support.



Correction Routine: If students make errors, have the whole group revisit the spelling for the word. For decodable words: Say, "My turn." Say and sound out the word. If any student missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say, "Your turn." Guide students to record letters for each sound they hear in the word.

Level A: Unit 5, Lesson 1

Decode the Words, 5 minutes



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!”



Say the chant one sentence at a time, allowing students to repeat after you. Then 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.



Work with your partner to decode these words *chop*, *chat*, *shut*, *dash*. I’ll be by to listen. Use your **double-decker Elkonin boxes**.



Listen as students decode the word. Take note of which students can accurately read the words and which students may need reteaching or additional support.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Spell the Words, 5 minutes



When we can spell words, we can share ideas and be understood. 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 the chant one sentence at a time, allowing students to repeat after you.



Listen to our words for today. The first word is *shop*. How would we spell the word *shop*? Listen to the sounds and match the sound to the correct letter. The word is *shop*. I hear /sh/ /o/ /p/. Remember that /sh/ is a consonant digraph made of two letters together. I know that the sound for /sh/ is the letters S-H. The sound /o/ is made by the letter O. The sound /p/ is made by the letter P. We spell /sh/ /o/ /p/ using the letter S-H-O-P. Get your **whiteboards** to write the letters.



Watch as students spell the word using letter and sound connections.

Level A: Unit 5, Lesson 1



Yes, we spell the word *shop* by writing S-H-O-P. Now I want to make a new word by changing the beginning consonant digraph sound. Change the /sh/ sound in shop, to /ch/. What is the word? Use your **whiteboard** to write.



Watch as students spell the word using letter and sound connections. Take note of which students can accurately articulate the sounds and spell the words and which students may need reteaching or additional support.



Correction Routine: If students make errors, have the whole group revisit the spelling for the word. For decodable words: Say, “My turn.” Say and sound out the word. If any student missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say, “Your turn.” Guide students to record letters for each sound they hear in the word.

High-Frequency Words, 5 minutes



Some words we can sound out now, some words we’ll learn how to sound out later, and some words are rule-breakers so we can’t sound them 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 the chant one sentence at a time, allowing students to repeat after you.



Today, we’re learning one new word.



Point to the word *some*.



This word does not follow our sound-spelling rules. The word is pronounced /s/ /u/ /m/ *some*. Say it with me, *some*.



Listen as students say the word. Then practice previously learned high-frequency words.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Decodable Text, 15 minutes



Now let’s read using the rule we practiced today! I’m going to read the text aloud to you. Look for words that follow our new rule.

Level A: Unit 5, Lesson 1



Use the decodable text listed for this lesson to practice using new skills. Read the passage aloud, pausing to point to the words used in this lesson and other words that follow the new skill.



Great reading! Do you see the words that we practiced today?



Ensure students are able to recognize words in text that follow the rule. Then, read the text again, reading straight through.



Now you're going to help me read. I'll read a phrase at a time, and you will echo-read after me.



Echo-read the text, line by line or phrase by phrase. Take note of any students who need additional support or reteaching.

Response to Text, 10 minutes



Great work today! We learned a new rule to help us read words. Then we practiced the new skill by reading. Now we're going to discuss some comprehension questions.



Use these text-dependent questions to discuss the text. Take note of any students needing additional support or reteaching.

1. What did Dash do with the seed? Why?
2. What does Dash know about how plants grow?