

Lesson 3

Back-to-School

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read one-syllable words in the Code Flip Books that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Identify orally common nouns that name people (L.1.1b)
- ✓ Read Tricky Words *a* and *I* (RF.1.3g)
- ✓ Use the determiner *a* orally and in writing (L.1.1h)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Vowel Flip Book; Spelling Cards for 'e' > /e/ (<i>pet</i>), 'u' > /u/ (<i>but</i>)	
Small Group	Writing the Spellings/Word Box	pencils; Worksheets 3.1, 3.2	20
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>a</i> , <i>I</i>	15
Grammar	Identifying Nouns		15

Advance Preparation

On yellow index cards, write the Tricky Words *a* and *I*. The yellow color serves to remind students that they need to proceed with caution when reading one of the Tricky Words. After reviewing the words with students, you may tape the words to the Tricky Word wall.

Blending and Segmenting

Blending

The finger taps represent sounds. Tapping helps students hear and distinguish individual sounds.

When students are ready, gradually reduce the support for blending and segmenting. By the end of this unit (if not earlier), you should provide only the visual support for blending and segmenting, and not blend and segment the words for students.

For blending



- Explain to students that you will say sounds for them to blend into words.
- Say *at* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- Blend the sounds to produce the word *at*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

Segmenting

- Hold up two fingers and say the word *at*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /a/.
- Wiggle or move your middle finger for the second sound in the word, /t/.
- Have students repeat after you.
- Continue with the remaining words.

1. at (2)	/a/ /t/	5. hop (3)	/h/ /o/ /p/
2. as (2)	/a/ /z/	6. cat (3)	/k/ /a/ /t/
3. ash (2)	/a/ /sh/	7. light (3)	/l/ /ie/ /t/
4. odd (2)	/o/ /d/	8. bell (3)	/b/ /e/ /l/

For segmenting



Flip Book Review

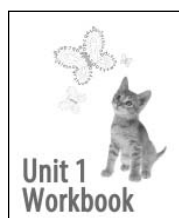
- Before beginning this exercise, get out and display the Vowel Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Show students the /e/ Spelling Card with the 'e'—*pet* side facing students. Point to the 'e' and ask students to name the letter. Read the word *pet* and remind them that the letter 'e' is used to spell and write /e/ in English words. Remind students that /e/ is a vowel sound; vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air "go."
- Point out the power bar below the spelling 'e' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound, a spelling used in many words, there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound, a spelling used in a smaller number of words, the card will have a shorter power bar.

- Point to the power bar under ‘e’ and ask the students whether they think the letter ‘e’ is a very common spelling or a less common spelling for /e/.
- Turn to **Vowel Flip Book page 3** and point to the sound bubble for /e/ on the page, and then point to the outline for the Spelling Card, placing the ‘e’ Spelling Card for /e/ on the appropriate place on the Flip Book page.
- Repeat the above steps with the vowel Spelling Card for /u/, found on **Vowel Flip Book page 4**.

Small Group

20 minutes

Writing the Spellings/Word Box



Worksheets 3.1, 3.2

Note: Students will work on Worksheets 3.1 and 3.2 either independently or in a small group. You will review both worksheets with students before breaking into small groups.

- Distribute Worksheet 3.1.
- Remind students that letters can be written in both uppercase and lowercase. Ask students, “When do we use uppercase letters?” (beginning of sentence, people’s names)
- Review the sounds we make when we see these letters. Have students trace the letters on their desk with their fingers while making the sounds. (Do not have students complete the worksheet at this time.)
- Distribute Worksheet 3.2.
- As a class, read the words in the box. Use the words in an example sentence to ensure that students understand its meaning. Name the pictures.
- ✪ **Group 1:** Ask students who are able to do independent work to complete Worksheets 3.1 and 3.2 on their own. Write some decodable words from previous chaining exercises on the board. Tell students that if they finish early, they should copy and illustrate one or more of the words on the board. Students may also look at classroom trade books.
- ✪ **Group 2:** Have students who need more support with writing the spellings and words form a group. Help them complete the worksheets with your guidance.

Tricky Word Cards

Note: The word *a* can be pronounced two different ways. It can be pronounced /æ/ when it receives stress. For example, if somebody brought you six books but you only needed one, you might say, “I only need *a* book right now.” You may discuss pronunciation variations with students if it comes up, but it is not important at this point. You may omit this discussion if you think it would confuse students. It is more important that they learn the unstressed version and understand the concept of Tricky Words.

- Explain to students that most words in English “play by the rules” and are pronounced and spelled just the way they would expect. At the same time, there are words that do not play by the rules, including some very common and important ones. Words that do not “play by the rules” are called Tricky Words.
- Explain that even in a Tricky Word, there are usually some parts that are pronounced just as you would expect. Usually only one or two letters are not pronounced as you would expect.

Tricky Word: A

The word *a* is pronounced /æ/ when it is stressed, as in, “I wanted *a* cookie, not three!

- Show students the Tricky Word card *a* and ask how they would pronounce it by blending. (They might say /a/.)
- Explain that this word is generally pronounced /u/ or /æ/, as in, “I have *a* cat.”
- Write the word *a* on the board. Underline the entire word and explain that it is completely tricky. They might think that it is pronounced /a/, but it is pronounced /u/ or /æ/.
- Tell students that when reading *a*, they have to remember to pronounce it as /u/ or /æ/.
- Tell students that when writing *a*, they have to remember to spell it with the letter ‘a’.

Tricky Word: I

You might want to create a word wall using Tricky Words. We recommend that you write the Tricky Words on yellow index cards or paper and decodable words on green paper. The yellow paper is to remind students that they need to proceed with caution when reading the Tricky Words.

- Show students the Tricky Word card *I* and ask how they would pronounce it by blending. (They might say /i/.)
- Explain that this word is actually pronounced /ie/ as in, “*I* have a dog.”
- Write the word *I* on the board. Underline the entire word and explain that it is completely tricky. They might expect this word to be pronounced /i/, but it is pronounced /ie/, like the letter name.
- Point out that this word is also tricky in another way: It is always capitalized, or written with an uppercase letter—even when it is not at the beginning of a sentence.

- Tell students that when reading *I*, they have to remember to pronounce it as /ie/.
- Tell students that when writing *I*, they have to remember to spell it with an uppercase 'I'.

Practice

- Practice reading today's Tricky Words. Write the following sample phrases/sentences on the board, and have students read them aloud.

- | | | |
|-----------|-----------|-----------------|
| 1. a pan | 3. a dad | 5. I got a cat. |
| 2. I nap. | 4. I dig. | 6. a pit |

Grammar

15 minutes

Identifying Nouns

Note: In this grammar lesson you will introduce nouns that name people.

- Say, "Mom sings," and have students listen carefully and repeat it after you. Ask students which word in the phrase names a person. (*mom*)
- Explain that a word that names a person is a special type of word that is called a noun.
- Tell students to listen carefully to the following phrases and ask them to tell you the word that names a person. Tell them that a word that names a person is also called a noun.

Please note that this is a listening exercise. Do not write the phrases on the board as they are not yet decodable to students.

- | | |
|-----------------|-----------------------|
| 1. happy child | 5. boy plays |
| 2. funny baby | 6. sister plays |
| 3. nice teacher | 7. grandmother smiles |
| 4. girl runs | |

- Repeat the phrase, "girl runs," and say, "The word *girl* names a person. *Girl* is a word that is a part of speech called a noun. It came at the beginning of the phrase."
- Repeat the phrase, "happy child," and say, "The word *child* names a person and the word for a part of speech that names a person is *noun*. It came at the end of the phrase."
- Summarize by asking students what we call a part of speech that names a person. (noun)

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 82 and 98 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 111 and 146 of those words would be completely decodable.
- *A* is one of the 5 most common words in most samples of written English. In a typical passage of 1,000 words, *a* occurs 20 to 29 times.
- *I* is one of the 10 most common words in most samples of written English. In a typical passage of 1,000 words, *I* occurs 2 to 27 times.