

Lesson 11

Basic Code

✓ 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.

- ✓ 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)
- ✓ Differentiate between the consonants /s/ and /z/, and /f/ and /v/, and choose the correct spelling (RF.1.2d)
- ✓ Spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted by playing a group game using Large Cards (RF.1.3b)
- ✓ Read Tricky Words *is* and *to* (RF.1.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
	Flip Book Review	Consonant Flip Book; Spelling Cards 'ff' > /f/ (<i>stuff</i>), 'v' > /v/ (<i>vet</i>), 'ss' > /s/ (<i>dress</i>), 'zz' > /z/ (<i>buzz</i>)	
Practice	Writing the Spellings and Word Box	pencils; Worksheet 11.1	15
	Sister Sounds	Worksheet 11.2	15
Chaining	Large Card Chaining	Large Cards for 'm', 'n', 't', 'd' (2), 'c', 'g', 'f', 's', 'z', 'p' (2), 'h', 'i', 'a', 'o'	10
Tricky Words	Tricky Word Cards	marker; yellow index cards for <i>is</i> , <i>to</i>	10
Take-Home Material	Spelling Worksheet	Worksheet 11.3	*

Advance Preparation

Write *is* and *to* on yellow index cards.

Note to Teacher

In this lesson you will review two sets of sounds that are very similar and are sometimes confusing for students: 1. /s/ as in *sip* and /z/ as in *zip*; 2. /f/ as in *fan* and /v/ as in *van*. The sounds /s/ and /z/ are made with the same mouth position; the only difference is that /s/ is unvoiced and /z/ is voiced (buzzy sounding). The same is true of /f/ and /v/; both sounds are made with the same mouth position, but /f/ is unvoiced and /v/ is voiced.

Warm-Up

10 minutes

Blending and Segmenting

For blending



For segmenting



- Please follow the instructions in Lesson 1.

1. flea (3)	/f/ /l/ /ee/	5. task (4)	/t/ /a/ /s/ /k/
2. soap (3)	/s/ /oe/ /p/	6. brag (4)	/b/ /r/ /a/ /g/
3. rail (3)	/r/ /ae/ /l/	7. climb (4)	/k/ /l/ /ie/ /m/
4. nap (3)	/n/ /a/ /p/	8. stone (4)	/s/ /t/ /oe/ /n/

Flip Book Review

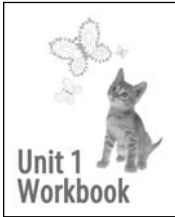
- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance chart readily available.
- Show students the /f/ Spelling Card with the 'ff'—*stuff* side facing students. Point to the 'ff' and remind them that the letters 'ff' are used to spell and write the /f/ sound in English words.
- Point out the power bar below the spelling 'ff' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under 'ff' and ask students whether they think 'ff' is a very common spelling or a less common spelling for /f/. (less common)
- Turn to **Consonant Flip Book page 9** and point to the sound bubble for /f/ on the page, and then point to the outline for the Spelling Card, placing the 'ff' Spelling Card for /f/ on the appropriate place on the page.
- Repeat the steps for the rest of the sound/spelling correspondences, which can be found on the following pages.

Consonant Flip Book

1. 'v' > /v/ (*vet*) Consonant Flip Book p. 10 (review)
2. 'ss' > /s/ (*dress*) Consonant Flip Book p. 11
3. 'zz' > /z/ (*buzz*) Consonant Flip Book p. 12

Writing the Spellings and Word Box

15 minutes

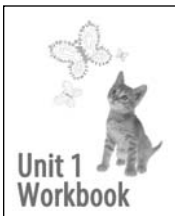


Worksheet 11.1

- Distribute Worksheet 11.1.
- Have students trace and copy the letters.
- Encourage students to say the sounds while writing the letters.
- Have students look at the back of the worksheet.
- Read the words in the box as a class. Look at and name the pictures on the page.
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.

Sister Sounds

15 minutes



Worksheet 11.2

If students need additional practice distinguishing sounds, you may use the Pausing Point exercise “Distinguish Similar Sounds” and appropriate activities in the *Assessment and Remediation Guide*.

- Distribute the four pages that comprise Worksheet 11.2.
- Explain to the students that the worksheets show the lowercase letters of the following sounds: /s/, /z/, /f/, and /v/.
- Explain that the sounds /s/ and /z/ are very similar, so we can call them sister sounds. The only difference between them is that /z/ is buzzy and makes the vocal cords vibrate.
- Tell students that you want them to show you the spelling for /s/ when you say the /s/ sound and /z/ when you say the /z/ sound.
- Make the /s/ sound, and have students show you the side of the worksheet with ‘s’ on it. Do the same for the /z/ sound. Practice this several times.
- Next, tell students that you will be reading three-sound words that begin with /s/ or /z/.
- Tell students that you want them to show you the spelling for /s/ when you say a word that begins with the /s/ sound and the spelling for /z/ when you say a word that contains the /z/ sound.
- Work through the words below.
- Have students repeat each word to hear and feel the difference in articulation.
- If there is time, repeat this process for the sounds /f/ and /v/.

Please note that this is an oral exercise. As some of the words are not yet decodable, you do not need to write them on the board.

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|-------------|-------------|---------------|
| 1. sit (s) | 7. zoo (z) | 13. fast (f) |
| 2. zip (z) | 8. sock (s) | 14. fetch (f) |
| 3. zoom (z) | 9. zone (z) | 15. verb (v) |
| 4. sell (s) | 10. fit (f) | 16. view (v) |
| 5. Zack (z) | 11. vet (v) | 17. fall (f) |
| 6. sing (s) | 12. van (v) | 18. fox (f) |

Large Card Chaining

Additional practice for chaining can be found in the Pausing Point.

- Pass out the following Large Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd' (2), 'c', 'g', 'f', 's', 'z', 'p' (2), 'h', 'i', 'a', 'o'.
- Tell students that if they are holding a card with a picture of a sound that is in the word *cap*, they should go to the front of the room and stand in the order that spells *cap*.
- If necessary, help students get in the correct order.
- Once the students are standing in place, ask a seated student if the word looks right.
- Once the word has been spelled correctly, say to students, "If that is *cap*, show me *cat*."
- The students should rearrange themselves to make the new word.
- Ask students which sound or letter changed in the word *cap* to get the word *cat*. Ask them whether they changed the first, middle, or last sound or letter.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. fit > sit > zit > zip > zap > cap > cat > cot > cop > pop > pad > dad > did
2. gap > nap > sap > sip > hip > him > hit > hot > pot > pit > sit > fit

Tricky Words

Tricky Word Cards

Tricky Word: *is*

Some students may know that 's' is also a spelling for /z/ as this was taught in Kindergarten.

- Show students the Tricky Word card *is* on the board and ask them how they would pronounce it by blending. (They might say /i/ /s/.)
- Explain that this word is generally pronounced /i/ /z/ as in, "Is this true?"
- Write the Tricky Word *is* on the board. Circle the letter 'i' and explain that this is pronounced as they would expect, as /i/.
- Underline the letter 's' and explain that this is the tricky part of the word. They would probably expect this letter to be pronounced /s/, but it is pronounced /z/.
- Tell students that when reading *is*, they have to remember to pronounce it as /i/ /z/.

- Tell students that when writing *is*, they have to remember to spell the sound /z/ with the letter 's'.

Tricky Word: To

- Show students the Tricky Word card *to* and ask them how they would pronounce it by blending. (They might say /t/ /o/ as in *tah*.)
- Explain that this word is actually pronounced /t/ /oo/ as in, "Do you want *to* play tag?"
- Write the Tricky Word *to* on the board. Circle the letter 't' and explain that it is pronounced /t/ as they would expect.
- Underline the letter 'o' and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/.
- Tell students that when reading *to*, they have to remember to pronounce the letter 'o' as /oo/.
- Tell students that when writing *to*, they have to remember to spell the /oo/ sound with the letter 'o'.

Practice

- Show students the yellow index cards with *is* and *to* and place them on the Tricky Word wall.
- Practice reading Tricky Words by writing the following phrases on the board. Ask students to read the phrases aloud.

If students need additional help with Tricky Words, you may use the exercises in the Pausing Point and the activities in the *Assessment and Remediation Guide*.

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|---------------------|--------------------------|
| 1. It is a cat. | 4. It is a bag of chips. |
| 2. Is it hot? | 5. Is it fun? |
| 3. Sam went to bed. | 6. I went to camp. |

Take-Home Material

Spelling Worksheet

- Have students take Worksheet 11.3 home to practice how to spell words with a family member.

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 160 and 193 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 200 and 236 of those words would be completely decodable
- *Is* is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, *is* occurs 6 to 16 times.
- *To* is one of the most 10 common words in most samples of written English. In a typical passage of 1,000 words, *to* occurs 34 to 39 times.