

Lesson 15

Basic Code

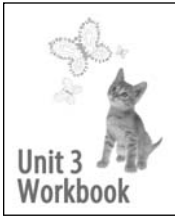
✓ Objectives

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.

- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Compare words with /o/ and /aw/ vowel sounds (RF.1.2d)
- ✓ Read one-syllable words spelled with the vowel digraph 'aw' > /aw/ and then write each word under its corresponding picture (RF.1.3b)
- ✓ Read and write vowel sound spelled with the vowel digraph 'aw' > /aw/ (RF.1.3b)
- ✓ Read vowel sounds spelled with vowel digraph teams (RF.1.3c)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 in a weekly spelling test (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words, such as *down* (L.1.2d)

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 15.1	15
Introducing the Sound	Minimal Pairs		10
Introducing the Spelling	Teacher Modeling	Vowel Code Flip Book; Spelling Card 'aw' > /aw/ (paw); Individual Code Chart; green markers	15
	Writing the Sounds/Matching	Worksheet 15.2	15
Review	Wiggle Cards	Wiggle Cards	5

10 Spelling Assessment



Worksheet 15.1

- Have students tear out Worksheet 15.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- Tell students to write the sentence “Step down.” on the bottom lines. Slowly repeat this sentence twice. Remind students that sentences end with a punctuation mark.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|----------|----------|
| 1. proud | 5. booth |
| 2. room | 6. south |
| 3. brook | 7. stood |
| 4. shout | 8. down |

- After all the words have been called out, tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

Note: At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students’ mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Introducing the Sound

Minimal Pairs

- Tell students that today’s sound is /aw/ as in *paw*.
- Have students say the /aw/ sound several times, stretching it out.
- Ask students to repeat a number of words that have the /aw/ sound at the beginning: *autumn*, *awful*, *awesome*.
- Ask students to repeat a number of words that have the /aw/ sound in the middle: *hawk*, *yawn*, *dawn*, *fawn*.
- Ask students to repeat a number of words that have the /aw/ sound at the end: *draw*, *straw*, *law*, *jaw*.

- Ask students whether /aw/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed airflow.)
- Explain to students that sometimes it can be hard to tell the difference between the /aw/ sound as in *paw* and the /o/ sound as in *pop*.
- Ask students to say /aw/ several times.
- Ask students to say /o/ several times. Prompt students by telling them this is the sound the doctor tells you to make when he wants you to open your mouth.
- Pair students with a partner, asking them to face one another. Have students say *tot* and *taught* while watching each other's mouths. Ask them if they notice any difference in what the mouth is doing when they say these two vowel sounds. (The lips are pursed tighter for /aw/ and tend to jut out from the face.)
- Repeat this exercise with the words *Don* and *dawn*.
- Tell students that you are going to say word pairs. The words will be very similar, but one word will contain the /aw/ sound and the other word will contain the /o/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /aw/ sound.
- Have students repeat both words and look at their partner's mouth to figure out which word has the /aw/ sound.
- Work through the remaining pairs.

This can be a difficult sound discrimination exercise. Do not be surprised or concerned if some students are inconsistent in their ability to distinguish these very similar sounds.

- | | |
|------------------|--------------|
| 1. caught/cot | 4. flaw/flop |
| 2. pauper/popper | 5. law/lot |
| 3. draw/drop | |

Introducing the Spelling

30 minutes

Teacher Modeling

15 minutes

Present the vowel digraphs on a chart like this:

Note: Ensure you have the Vowel Code Flip Book and the Spelling Card mentioned in the At a Glance section.



Vowel Code Flip Book

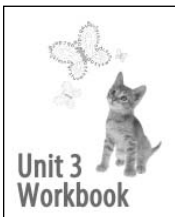
1. 'aw' > /aw/ (*paw*) Vowel Code Flip Book, page 15

- Tell students that you are going to show them how to write the vowel sound /aw/.

- Write 'aw' on handwriting guidelines and describe what you are doing.
- Explain that the two letters work together as a team to stand for the /aw/ sound.
- Model writing the spelling two or three more times.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Turn to **Vowel Code Flip Book page 15**. Show students the Spelling Card for 'aw' > /aw/ (paw). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 4**. Have them locate and trace the code information for 'aw' > /aw/ in green marker.
- Tell students that whenever the spelling 'aw' appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

Present the vowel digraphs on a chart like this:

oo	soon, room, boot
oo	look, book, foot
ou	shout, out, found
oi	oil, point, join
aw	paw, saw, draw



Worksheet 15.2

Writing the Sounds/Matching

15 minutes

- Write the 'aw' spelling for /aw/ on the board and describe the motions as you write. Remind students that 'aw' is a letter team, or a digraph.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Have students look at the back of the worksheet.
- Explain that for each word there are two pictures.
- Tell students to write each word under its matching picture.

Review

5 minutes

Wiggle Cards

- Select a number of Wiggle Cards. Show students the card, ask a student to read it aloud, then have the class perform the action.

Supplemental Materials

The words with asterisks are from the Dolch and/or Fry word lists.

If you have students who work quickly, you may give them lists of words, chains, phrases, and sentences to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. These words, chains, phrases, and sentences can also be used in exercises that you choose from the Pausing Point.

- Newly decodable words:

- | | | | |
|----------|----------|---------|----------|
| 1. draw* | 4. crawl | 7. hawk | 10. paw |
| 2. saw* | 5. dawn | 8. jaw | 11. raw |
| 3. claw | 6. fawn | 9. law | 12. yawn |

- Chains:

1. paw > pawn > dawn > drawn > prawn > brawn > brawl > bawl > shawl
2. raw > law > lawn > loon > loot > boot > boo > boom > boon > moon

- Phrases and sentences:

- | | |
|----------------------|-----------------------------|
| 1. deer and fawn | 5. swoop down like a hawk |
| 2. a big yawn | 6. Beth sits on the lawn. |
| 3. the crack of dawn | 7. Dogs and cats have paws. |
| 4. the last straw | 8. I saw him run home. |

Code Knowledge

- Before today's lesson: If the students read 1,000 words in a trade book, on average between 545 and 717 of those words would be completely decodable.
- After today's lesson: If the students read 1,000 words in a trade book, on average between 547 and 720 of those words would be completely decodable.
- The sound /aw/ is the 24th most common sound in English and is found in approximately 1 percent of English words.
- The sound /aw/ is spelled 'aw' approximately 34 percent of the time.
- The spelling alternatives 'au' as in *August*, 'augh' as in *caught*, and 'ough' as in *sought* will be taught in later grades.

Analysis of Student Errors (Lesson 15 Spelling Assessment)

[illegible]

Analysis of Student Errors

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guides* for Units 1, 2, and 3.

Column 1

What an error in this column means: The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. Some students have difficulty with this concept.

What you should do: You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

Column 2

What an error in this column means: The spelling 'oo' for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. Some students have difficulty with this concept.

What you should do: You may wish to start with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

Column 3

What an error in this column means: The spelling 'ou' for the /ou/ sound is a vowel digraph, where two letters work together to stand for a single sound. Some students have difficulty with this concept.

What you should do: You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds.

Column 4

What an error in this column means: Tricky Words are words that do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell these Tricky Words. Students should capitalize the first letter of the first word in a sentence and add appropriate punctuation to the end of the sentence.

What you should do: The first and third sounds in Tricky Word *down* are spelled just as you would expect: ‘d’ for the /d/ sound and ‘n’ for the /n/ sound. The vowel sound in *down* is /ou/, which is represented by the ‘ow’ spelling. Remind students that this is the tricky part of the word and must be memorized.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. This spelling assessment asks students to write a sentence. Make sure students capitalize the first letter of the first word in the sentence and add appropriate punctuation to the end of the sentence. Please also consider the influence of students’ home language on encoding. For example, students who spell the /oo/ sound with the ‘u’ spelling may be using the Spanish system of sound-spelling correspondences. You should acknowledge this as one of the spellings for the /oo/ sound that students will learn in later grades and guide students to use the ‘oo’ spelling for now. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.