

Lesson 14

Sounds First Activities



Rhyme Activity: Popcorn Rhyme!

Skill: Rhyme Production.

Directions: Remind students of the popcorn game.

1. Tell students that the word you say will be the kernels heating up.
2. Invite students to "turn up the heat." Once you determine that the heat is "high enough" invite students to start "popping" (i.e. sharing words that rhyme with the first word).
3. Repeat the process with as many of the words as you choose.

Note: Model and practice this activity as needed. Nonsense words are acceptable.

Words to use: lace, ant, nice, flight, dog, not, hut, loop, wet, pen



Manipulating Phonemes: Cut Off a Sound to Make a New Word.

Skill: Delete the first phoneme (from a blend) in a one-syllable word. Ex: Slip to Ip.

<p>Do this one first:</p> <p>T: <i>The bunny is munching on a blade of grass.</i></p> <p>S: repeat.</p> <p>T: <i>Blade is the word on the curve (while moving hand out from mouth in a curve).</i></p> <p><i>Let's break it down!</i></p>	<p>Repeat with the following sentences:</p> <p><i>My big sister is going to give a <u>speech</u> in her class today.</i></p> <p><i>Uh, oh! I think I have to sneeze!</i></p> <p><i>Yikes! I didn't hear you coming. You gave me</i></p>
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T: /b/ (pull fist down under chin) /f/ (move fist up to just under the peak of the curve) ...ade (while moving hand forward over the curve in one fluid motion)
S: repeat

Let's cut off a sound!

T: Blade. But cut off the /b/. (snapping motion by mouth)

T: /b/ (snapping motion) /f/ (fist just under the peak of the curve) ...ade (curve motion) /ad/

Do it with me!
T and S: repeat

a flight!

A big plane landed at the airport.



Alliteration: Silly Story.

Support students' ability to recognize the repeated initial sound in multiple words within a story.

Directions:

1. Tell students to listen to an alliterative story that will be told over the week. On day one, the story begins as just one sentence, but as each day progresses, another sentence will be told. By the fifth day, a five sentence alliterative story will be read aloud.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly story and the sounds as they transition from one activity to another.

Story: Teddy Ready traveled all over town. Taking turns talking like a clown. It was a treat to see his teeth when he grinned so wide. His tremendous talent took him from town to town, troubling nobody around.



Lesson 14

Basic Code

Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (L.FL.PA.2d, L.FL.PA.2b)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (L.FL.PA.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (L.FL.PA.2c)
- ✓ Read one-syllable words that include the letter-sound correspondences taught (L.FL.PWR.3b)
- ✓ Identify common nouns that name people (L.FL.SC.6a)
- ✓ Read Tricky Words *from* and *word* (L.FL.PWR.3g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
Small Group	Writing the Spellings/Word Box	Pencils; Worksheet 14.1	15
Optional Grammar	Nouns		10
Tricky Words	Tricky Word Cards	Marker; yellow index cards for <i>from</i> , <i>word</i>	10
Practicing Reading	Phrases		15

Advance Preparation

Write *from* and *word* on yellow index cards.

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

1. chip (3)	/ch/ /i/ /p/	5. rust (4)	/r/ /u/ /s/ /t/
2. lick (3)	/l/ /i/ /k/	6. clip (4)	/k/ /l/ /i/ /p/
3. ten (3)	/t/ /e/ /n/	7. cakes (4)	/k/ /a/ /e/ /s/
4. tell (3)	/t/ /e/ /l/	8. desk (4)	/d/ /e/ /s/ /k/

Small Group

Writing the Spellings/Word Box

- Distribute *Worksheet 14.1*.
 - 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 and identify the pictures together as a class.
 - Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.
- Ⓞ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own.
- Ⓞ **Group 2:** Have students who need more support with letter formation form a group. Provide guided support as they complete the worksheet.



Worksheet 14.1

Nouns

Note: In this Optional Grammar lesson you will continue to discuss nouns as parts of speech that name people.

- Tell students that they will talk more about nouns.
- Remind students that a noun is a word that names a person. Nouns are words that are called a part of speech.
- Say the phrase, "big sister," and have students listen carefully and repeat it after you.
- Ask students which word in the phrase names a person. (*sister*)
- Ask students which word in the phrase is a noun. (*sister*)
- Tell students to listen carefully to the following phrases/sentences and ask them to tell you the noun that names a person.

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|-----------------|--------------------|-------------------------|
| 1. Sally jumps. | 3. A doctor helps. | 5. A silly child plays. |
| 2. Bobby works. | 4. funny Mary | 6. My mom sings. |

- Remind students that a noun can be at the beginning of a phrase as in "Bobby helps," or at the end of a phrase as in, "funny Mary."
- Say the phrases below and ask students to identify the nouns and to tell you whether the noun is at the beginning or at the end of the phrase.

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|----------------------|-----------------|
| 1. grandfather reads | 2. good student |
|----------------------|-----------------|

- Summarize by asking students what we call a part of speech that names a person. (*noun*)

Tricky Word Cards**Tricky Word: From**

- Show students the Tricky Word card *from* and ask them how they would pronounce it by blending. (They might say /f/ /r/ /o/ /m/, so it rhymes with Tom.)
- Explain that this word is actually pronounced /f/ /r/ /u/ /m/ as in, "He is *from* Alaska."
- Write *from* on the board. Circle the letter 'f' and explain that it is pronounced /f/, as they would probably expect.
- Circle the letter 'r' and explain that it is pronounced /r/, as they would probably 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 /u/.
- Circle the letter 'm' and explain that it is pronounced /m/, as they would probably expect.
- Tell students that when reading *from*, they have to remember to pronounce the letter 'o' as /u/.
- Tell students that when writing *from*, they have to remember to spell the /u/ sound with the letter 'o'.

Tricky Word: Word

- Show students the Tricky Word card *word* and ask them how they would pronounce it by blending. (They might say /w/ /o/ /r/ /d/.)
- Explain that this word is pronounced /w/ /er/ /d/ as in, "Do not say a single *word*."
- Write *word* on the board. Circle the letter 'w' and explain that it is pronounced /w/, as they would probably expect.
- Underline the letters 'o' and 'r' and explain that this is the tricky part of the word. They might expect this to be pronounced /o/ /r/, but it is pronounced /er/.
- Circle the letter 'd' and explain that it is pronounced /d/, as they would probably expect.
- Tell students that when reading *word*, they have to remember to pronounce the letters 'o' 'r' as /er/.
- Tell students that when writing *word*, they have to remember to spell the /er/ sound with the letters 'o' 'r'.

Phrases

- Remind students that a phrase is a set of two or more words, with spaces between the words.
- Write the first phrase on the board and ask a student to read it.
- Repeat with the remaining phrases.

- | | |
|--------------|------------------|
| 1. zip pants | 5. hot dog |
| 2. big word | 6. gift from him |
| 3. bad out | 7. gift from her |
| 4. a word | |

Code Knowledge

- Before today's lesson: If students read 1,000 words in a trade book, on average between 240 and 301 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 246 and 304 of those words would be completely decodable.
- *From* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *from* occurs 3 to 6 times.
- *Word* is one of the 400 most common words in most samples of written English. It is hard to avoid in a language arts program.

