

Lesson 1

Back-to-School

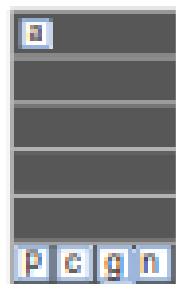
Objectives

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 (1.FLPA.2d, 1.FLPA.2b)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (1.FLPA.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (1.FLPA.2c)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (1.FL.PWR.3b, 1.FL.WC.4b)
- ✓ Read and spell chains of one-syllable short vowel words that include the letter-sound correspondences 'p' > /p/, 'c' > /k/, 'g' > /g/, 'n' > /n/, and 'a' > /a/ in which one sound is added, substituted, or omitted (1.FL.PWR.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Blending and Segmenting		10
Concept Review	Writing and Reading Overview		15
Reviewing the Spellings	Writing the Spellings/Word Box	Pencils; Worksheet 1.1	20
Chaining	Pocket Chart Chaining for Reading	Pocket chart; index cards for 'p', 'c', 'g' (2), 'n', 'a'	15
Take-Home Material	Family Letter	Worksheet 1.2	*

Advance Preparation



Pocket Chart Setup

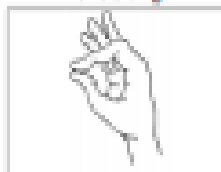
Write each letter listed in the At a Glance chart on a separate white index card. Be sure to make two cards with the letter 'g'. Save these cards for future use. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.

Blending and Segmenting

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

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

For blending



For segmenting



Note: In this Warm-Up, students will practice first blending and then segmenting words that contain two or three sounds.

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.

Note: The items in the box below indicate the word, the number of sounds, and the individual phonemes in the word.

1. at (2)	/a/ /t/	5. sip (3)	/s/ /ɪ/ /p/
2. it (2)	/ɪ/ /t/	6. big (3)	/b/ /ɪ/ /g/
3. on (2)	/ɒ/ /n/	7. cub (3)	/k/ /u/ /b/
4. bee (2)	/b/ /ee/	8. tap (3)	/t/ /a/ /p/

Concept Review

Writing and Reading Overview

The Sounds in Words

- Explain to students that the words we say are made up of sounds. The word *i* contains one sound: /i/. The word *it* contains two sounds: /ɪ/ and /t/. Ask students how many sounds they hear in the word *mat*. (It contains three sounds: /m/ /a/ /t/.)

Segmenting

- Say the word *fish* first as a blended word and then in a segmented fashion, counting the sounds on your fingers as you say them.
- When you have said /f/ /i/ /sh/, ask students how many sounds they hear.
- Repeat this process with the remaining words.

You can also do this exercise with spon names of students. Please note that this is an oral exercise, and you do not need to write the words on the board.

- | | |
|--------------|-------------|
| 1. fish (3) | 5. it (2) |
| 2. me (2) | 6. hat (3) |
| 3. light (3) | 7. man (3) |
| 4. oh (1) | 8. sigh (2) |

Blending

- Say the word *sun* in a segmented fashion: /s/ /u/ /n/.
- Then ask students what word these sounds make when blended together.
(*sun*)

- | | |
|----------------------|--------------------|
| 1. /s/ /u/ /n/—sun | 4. /m/ /ɑ/ /m/—mom |
| 2. /m/ /oʊ/ /n/—moon | 5. /f/ /ɑ/ /g/—fog |
| 3. /æ/ /p/—ape | 6. /n/ /e/ /t/—net |

- Repeat this process with the remaining sets of sounds.

Writing Sounds

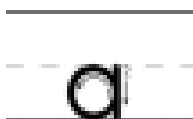
- Tell students that we write a word by drawing a picture of each sound in the word, i.e., a letter, moving from left to right. For example, to write the word *it*, we first draw a picture of the /i/ sound. We then move a little to the right and draw a picture of the /t/ sound.
- Ask students how many letters they would need to write for the word *mad*. (three) How many spellings would they need to write the word *it*? (two)
- Tell students that to read a word, we need to look at the letters in the order that they were written, starting on the left and moving to the right. As we go, we need to remember the sounds that the letters stand for and blend the sounds together to make the word.

Writing the Spellings/Word Box



Worksheet 1.1

- Distribute Worksheet 1.1.
- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /a/. Have students repeat the sound /a/ after you.
- Write a large lowercase 'a' on the handwriting guidelines and describe what you are doing using the numbered instructions below.
- Model drawing the same letter two or three more times in a row.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'a' on the worksheet.
- Encourage students to say the sound /a/ each time they write the letter.
- Repeat the same steps for uppercase 'A', pointing out that it looks different from lowercase 'a' and touches the top line of the handwriting guidelines.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and for the first letter in the name of a person or place.
- Repeat the same steps for 'p'—'P', 'n'—'N', 'c'—'C', and 'g'—'G'.



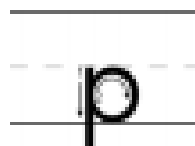
Start between the dotted line and the bottom line.

4. circle to the left
5. short line down



Start on the top line.

1. diagonal left (lift)
2. diagonal right (lift)
3. line across



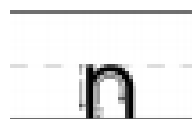
Start on the dotted line.

3. line down ending below bottom line
4. circle to the right



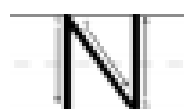
Start on the top line.

1. long line down (lift)
2. half a circle to the right



Start on the dotted line.

1. short line down
2. hump



Start on the top line.

1. long line down (lift)
2. diagonal right
3. long line up



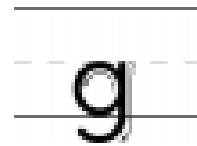
Start just below the dotted line.

1. most of a circle to the left



Start just below the top line.

1. most of a circle to the left



Start between the dotted line and the bottom line.

1. circle to the left
2. fishhook ending



Start just below the top line.

1. most of a circle to the left
2. line across

- Have students look at the back of the worksheet. As a group, have students read aloud each of the words in the box. Identify the names of the pictures. Write each word under its matching picture.

Chaining

15 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

You may use the blending motions from today's Warm-Up.

If you have time, ask students to use the words in sentences.

- Set up the pocket chart as detailed in the beginning of the lesson and the matching sidebar.
- Arrange the card for the vowel spelling 'a' along the top of the pocket chart.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'p', 'c', 'g' (2), 'n.'
- Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Tell students you want to spell the word *cap*. Use think-aloud strategies to describe the steps involved in spelling the word: "Let's see, I want to write the word *cap*. First I have to say and listen to the sounds: /c/ /a/ /p/. There are three sounds in the word *cap*. I'll need to write a spelling for each of the sounds. So first I will take the 'c' card because that is the first sound, then I will take the 'a' card, because that is the second sound, and then I will take the 'p' card, because that is that last sound."
- Move the 'c', 'a', and 'p' cards to the center of the pocket chart to spell *cap*.
- Use think-aloud strategies to describe the steps involved in reading the word: "If I want to read the word, I need to start at the left, look at the first letter and then remember and say the sound that it stands for. Then I need to look at the next letter and last letter and say the sounds they stand for. Then I blend the sounds together to read and say the word: /c/ . . . /a/ . . . /p/ . . . *cap*."
- Point to the 'n' card and ask students, "What sound do we make when we see this letter?"
- Replace the 'c' card with the 'n' card and say to the class, "If that is *cap*, what is this?"
- Ask a student to read the word.
- Ask students what change you made to the word *cap* to get the word *nap*.
- Work through the remaining words.

1. nap > nag > gag > gap > cap > can > pan > an > can

Take-Home Material

Family Letter

- Have students take [Worksheet 1.2](#) home to share with a family member.

Supplemental Materials

If you have students who work quickly, give them the lists of words and chains to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Targeted Support Stop.

- Newly decodable words:

The words with the asterisk are on the Dolch and/or Fry Word List.

- | | |
|---------|---------|
| 1. an* | 6. gag |
| 2. can* | 7. gap |
| 3. ad | 8. nap |
| 4. cap | 9. nag |
| 5. dad | 10. pan |

- Songs from *Alphabet Jam*:

When listening to these songs, ask students to name words with the target sound that they heard in the song, have them touch their noses when they hear the sound, or ask them to share their favorite words from the song.

- | | |
|-----------------------|---------------------------|
| 1. "Peter Piper" | 4. "Gary Gipponary" |
| 2. "Catherine Calico" | 5. "Abbi Alligator" |
| 3. "Kate's Kingdom" | 6. "Nellie Knows a Nurse" |

Code Knowledge

- For the sake of these figures, we begin by assuming that students know no letter-sound correspondences. However, we hope that much of this will be review.
- Before today's lesson: If students read 1,000 words in a trade book, on average, none of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between three and eight of those words would be completely decodable.
- Students have now reviewed one way to write five of the 44 sounds in English.
- The sound /a/ is the 10th most common sound in English.
- The sound /a/ is spelled 'a' approximately 99 percent of the time.
- The sound /p/ is the 21st most common sound in English.
- The sound /p/ is spelled 'p' approximately 93 percent of the time.
- The sound /k/ is the 13th most common sound in English.
- The sound /k/ is spelled 'c' approximately 64 percent of the time.
- The sound /g/ is the 31st most common sound in English.
- The sound /g/ is spelled 'g' approximately 87 percent of the time.
- The sound /n/ is the 3rd most common sound in English.
- The sound /n/ is spelled 'n' approximately 94 percent of the time.