

Step 1
Step 2
Step 3

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Step 5

Lesson 3

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 and blend phonemes during Digraph Dictation to form one-syllable words (RF.1.2d)

✓ Read one-syllable words in the Vowel Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)

✓ Read and write long vowel sound spelled with the vowel digraph 'a_e' > /ae/ (RF.1.3c)

✓ Read and understand decodable text in a story ("Gran's Trips" or "The Pet") that incorporates the letter-sound correspondences taught, with increased accuracy, appropriate rate, and expression on successive reading (RF.1.4b)

✓ Use adjectives orally (L.1.1f)

Review short vowel CVC

At a Glance	Exercise	Materials	Minutes
Introducing the Sound	The New Sound		10
Introducing the Spelling	Teacher Modeling	Vowel Code Flip Book; Spelling Card 'a_e' > /ae/ (cake); Individual Code Charts; green markers	15
	Digraph Dictation	Worksheet 3.1	15
Small Group	Reread "Gran's Trips" or "The Pet"	Gran Reader	20
Take-Home Material	Take-Home Story: "The Pet"	Worksheet 3.2	*

Note to Teacher

In this lesson you will introduce the first of the four separated digraphs, 'a_e' as in *game*, 'i_e' as in *like*, 'o_e' as in *tone*, and 'u_e' as in *cute*. The two letters of each digraph are working together (as a letter team) to stand for a single sound, but the letters are separated from each other by another spelling. Reading words with separated digraphs therefore poses a new challenge to students. So far, students have been taught to read words from left to right, but in order to read words with separated digraphs, they need to begin scanning to the right and then glancing back again to the left. Students must practice this skill many times before it becomes automatic. Please note that this lesson does not contain a Warm-Up exercise.

Introducing the Sound

10 minutes

The New Sound

Remember that this is *oral practice*. Students are only listening for the /ae/ sound, not seeing the different spellings.

- Tell students that today's sound is /ae/ as in *late*. *Review CVC /short a*
- Have students say the /ae/ sound several times.

- Ask students to repeat the following words that have the /ae/ sound at the beginning: *aim, ape, ate, ale*. *Elongate sounds in each word*

- Ask students to repeat the following words that have the /ae/ sound in the middle: *game, tape, cake, mane*. *Elongate*

- Ask students to repeat the following words that have the /ae/ sound at the end: *may, play, day, stay*. *Elongate*

- Ask students if /ae/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and no obstruction of airflow.)

Note: You may have students who know that some of the words they listened to earlier, such as *may*, are written with spellings other than 'a_e'. If students point this out, congratulate them for recognizing this and already knowing other spellings for the /a_e/ sound. Tell them that they will learn these spellings for /a_e/ at a later time, and for now they just have to focus on the 'a_e' spelling. *Acknowledge advanced skills*

Explicitly identify location of long a sound
**Could use sound boxes here*

Listen for accurate echoes

Introducing the Spelling

30 minutes

Teacher Modeling

15 minutes

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

- Tell students you are going to show them how to write the /ae/ sound.
- Explain that the spelling for /ae/ is a little different from the other spellings they have studied so far.
- Write 'a_e' on the board, explaining that the two letters work together to stand for the /ae/ sound.
- Point out that you left a space between the letter 'a' and the letter 'e'.
- Explain that when you write an actual word, you will fill in the space with the spelling for the sound that comes after the /ae/ sound.
- Add 'g' and 'm' to make *game*. *Describe out loud*
- Explain that the letter 'a' and the letter 'e' work together (as a letter team) to stand for one sound, the /ae/ sound. They are working together even though there is a letter between them.

Use letter formations

If you prefer, you can use any of the following terms: split digraph, separated spelling, separate letter team, magic 'e' spelling.

Model
game
V

could use picture cards to support EL students

Model: bake

Model: name

Guided: made

Visuals/ manipulatives

Clearly explain how the 'e' changes the vowel sound

Partner students who may struggle with finding page

- Illustrate this by drawing a V-shaped mark connecting 'a' and 'e' (see illustration).
- Explain that the word *game* contains four letters ('g', 'a', 'm', 'e') but only three sounds (/g/, /ae/, /m/). Tap your fingers together to segment the word and demonstrate that *game* only has three sounds.
- Now write *bake*. Point to each spelling in *bake* as you say its sound: "/b/ (point to 'b' with your index finger), /ae/ (simultaneously point to 'a' with your index finger and 'e' with your middle finger), /k/ (point to 'k' with your index finger)."
- Draw a V-shaped mark connecting 'a' and 'e' in *bake*.
- Write the word *name* on the board and explain that this is another example of the letter team 'a'-space-'e' spelling for /ae/.
- Draw a V-shaped mark under *name* as you did with *game* and *bake*.
- Now ask students to help you spell the word *made*. *note who struggles here*
- Have students identify the first sound in *made*. Write 'm' on the board.
- Have students identify the second sound in *made*. *call on groups of students*
- Once the /ae/ sound has been identified, write an 'a' on the board next to the 'm'.
- Explain that this letter 'a' is the first part of the spelling for /ae/. You will write the second part after you write the spelling for the sound that comes after the /ae/ sound.
- Have students identify the last sound in *made*. Write 'd' on the board next to 'a'. *note incorrect letter-sound connections*
- Explain to students that if you left the word like this, it would be pronounced *mad*. To spell *made*, you need to add the letter 'e'.
- Remind students that the 'a' and the 'e' work together as a team to stand for the /ae/ sound.
- Tell students that this kind of spelling is sometimes called a magic 'e' because the 'e' changes *mad* to *made* and *nam* to *name*.
- Turn to **Vowel Code Flip Book page 6**. Show students the Spelling Card for 'a_e' > /ae/ (*cake*). 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 2**. Have them locate and trace the code information for 'a_e' > /ae/ with their green marker and read the example word. *Make sure all students read sample word*
- Tell students that whenever the spelling 'a_e' 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.

visual reminder