

# Lesson 12

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)
- ✓ Print upper- and lowercase letters 'b' and 'B', 'l' and 'L', and 'r' and 'R' (L.1.1a)
- ✓ Read one-syllable short vowel words and then write each word under its corresponding picture (RF.1.3b)
- ✓ Spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Spell one-syllable words using the letter-sound correspondences taught in Grade 1 (L.1.2d)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Blending and Segmenting</b>		10
	<b>Flip Book Review</b>	Consonant Flip Book; Spelling Cards for 'l' > /l/ (lip), 'b' > /b/ (bat), 'r' > /r/ (red)	
<b>Reviewing the Spellings</b>	<b>Writing the Spellings</b>	pencils; Worksheet 12.1	15
<b>Small Group</b>	<b>Label the Picture</b>	pencils; Worksheet 12.2	20
<b>Chaining</b>	<b>Pocket Chart Chaining for Spelling</b>	pocket chart; index cards for 'i', 'a', 'o', 'n', 't', 'd', 'g', 's', 'p', 'b', 'l', 'r', 'h'	15



Pocket Chart Setup

### Advance Preparation

Add to the letter cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 's', 'b', 'l', 'r', and 'h'. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.

Blending and Segmenting

For blending



For segmenting



- Follow the instructions in Lesson 1.

1. ship (3)	/sh/ /i/ /p/	5. stop (4)	/s/ /t/ /o/ /p/
2. back (3)	/b/ /a/ /k/	6. grip (4)	/g/ /r/ /i/ /p/
3. cup (3)	/k/ /u/ /p/	7. broom (4)	/b/ /r/ /oo/ /m/
4. head (3)	/h/ /e/ /d/	8. trim (4)	/t/ /r/ /i/ /m/

Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the three Spelling Cards listed in the At a Glance chart readily available.
- Show students the /b/ Spelling Card with the ‘b’ —*bat* side facing students. Point to the ‘b’ and ask students to name the letter. Then read the word *bat* and remind them that the letter ‘b’ is used to spell and write /b/ in English words. Remind students that /b/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or “stopping” some of the air.
- Point out the power bar below the spelling ‘b’ and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
- Point to the power bar under the ‘b’ and ask students whether they think the letter ‘b’ is a very common spelling or a less common spelling for /b/. (very common)
- Turn to **Consonant Flip Book page 2** and point to the sound bubble for /b/ on the page, and then point to the outline for the Spelling Card, placing the ‘b’ Spelling Card for /b/ on the appropriate place on the Flip Book page.
- Repeat these steps with the remaining Spelling Cards for /r/ and /l/, which can be found on the following pages.

If students ask about the other Spelling Card, ‘wr’, outlined on the same page, tell them this is another way to spell /r/ that they will learn later in the year.

**Consonant Flip Book**

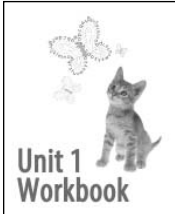
- ‘r’ > /r/ (*red*) Consonant Flip Book p. 18
- ‘l’ > /l/ (*lip*) Consonant Flip Book p. 19

- Quickly review by showing today's cards and having students say the sound represented on each card.

## Reviewing the Spellings

15 minutes

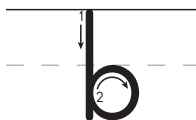
### Writing the Spellings



Worksheet 12.1

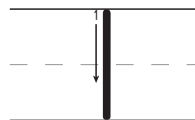
If students need additional practice with writing, you may use the exercises in the Pausing Point.

- Distribute Worksheet 12.1.
- Remind the class that every letter can be written as an uppercase (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 /b/.
- Write a lowercase 'b' on handwriting guidelines and describe what you are doing using the numbered instructions below.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'b' on the worksheet.
- Encourage students to say the sound /b/ each time that they write the letter.
- Repeat the same steps for the uppercase 'B', pointing out that it looks different from lowercase 'b' and touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with 'l' – 'L' and 'r' – 'R'.



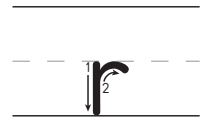
Start on the top line.

1. long line down
2. circle to the right



Start on the top line.

1. long line down



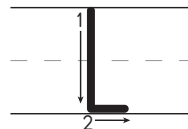
Start on the dotted line.

1. short line down
2. half a hump



Start on the top line.

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



Start on the top line.

1. long line down
2. line across



Start on the top line.

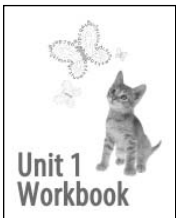
1. long line down (lift)
2. half a circle to the right
3. diagonal right

- Have students look at the back of the worksheet.
- Explain that the words written on the worksheet consist of either three or four sounds.
- Read the first word (*rat*) and ask students how many sounds are in the word. Segment the word with students if necessary.
- Have students circle the spelling for each sound in the word *rat*. They have to circle the letter 'r', the letter 'a' and the letter 't'.
- Have students write the number 3 in the box to indicate the number of sounds in the word *rat*.
- Have the students copy the word *rat* on the line.
- Repeat with the remaining words.

## Small Group

20 minutes

### Label the Picture



Worksheet 12.2

- Distribute Worksheet 12.2.
- Explain that for each word there are three pictures.
- Have students 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:** Providing guided support, have students read the words listed on the worksheet and identify the pictures shown.

## Chaining

15 minutes

### Pocket Chart Chaining for Spelling



Pocket Chart Setup

**Note:** There are several ways you can conduct this chaining exercise. You may have students sit in front of the chart and participate as a class. If you have individual white boards, students may sit at their desks, write the letters on their boards, and show you their answers. If you have students write down their answers, you may have them work individually or in pairs/groups. You may also time and record how long it takes to complete a chain, and challenge students to beat their score next time. The key is to move quickly and keep the activity upbeat.

- Tell students that you are going to do something different with the pocket chart: you are going to ask them to spell words.
- Set up the pocket chart.
- Arrange the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: ‘n’, ‘t’, ‘d’, ‘g’, ‘s’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’.
- Point to the spellings and have students say the sounds.
- Tell students they are now going to use these letters to spell a word.
- Say the word *dot* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *dot*.
- Select a student to come to the pocket chart and move the spelling for /d/ to the center of the pocket chart.
- Repeat until the word *dot* has been spelled in the center of the pocket chart.
- Say to the class, “If that is *dot*, who can show me *pot*?”
- Select a student to come to the pocket chart and replace the spelling for /d/ with the spelling for /p/.
- Ask students which sound or letter you changed in the word *dot* to get the word *pot*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

1. dot > pot > not > hot > rot > rob > rib > rip > lip > lap
2. rag > rat > bat > bit > sit > sat > sad > sand > band > land

## Supplemental Materials

If you have students who work quickly, give them the lists of words, chains, and phrases 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 Pausing Point.

- Newly decodable words:

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

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. land*  | 12. clap  | 23. glad  | 34. rag   |
| 2. last*  | 13. clip  | 24. grab  | 35. rats  |
| 3. list*  | 14. crab  | 25. grin  | 36. rib   |
| 4. plant* | 15. drag  | 26. grip  | 37. rim   |
| 5. ran*   | 16. drip  | 27. lamp  | 38. rip   |
| 6. bad    | 17. drop  | 28. lift  | 39. slap  |
| 7. bag    | 18. film  | 29. lips  | 40. slip  |
| 8. bat    | 19. flag  | 30. log   | 41. split |
| 9. big*   | 20. flat  | 31. lost  | 42. strip |
| 10. bit   | 21. frog  | 32. plot  | 43. trap  |
| 11. blast | 22. frost | 33. print | 44. trip  |

- Chains:

1. hand > band > bond > pond > pod > pot > lot > rot > rat > hat
2. rib > rig > rag > bag > big > bin > pin > pan > plan > plant
3. zip > lip > flip > slip > slap > slop > flop > flap > flat > flag
4. lip > slip > slap > flap > lap > rap > rip > rib > crib > crab

- Phrases:

- |               |                   |                    |
|---------------|-------------------|--------------------|
| 1. lost bag   | 7. dog limps      | 13. a bad plan     |
| 2. big flag   | 8. lots of plants | 14. plant in a pot |
| 3. bad dog    | 9. a big cat      | 15. frog in a pond |
| 4. rat trap   | 10. a flat land   | 16. frog on a log  |
| 5. drops drip | 11. slip on it    | 17. dog bit cat    |
| 6. flip it    | 12. on a trip     | 18. slap on hand   |

- Songs from *Alphabet Jam*:

1. “Bumpbibble Bump”
2. “Lee La Lay”
3. “Rock and Roll”

## ***Code Knowledge***

- Before 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.
- After today's lesson: If students read 1,000 words in a trade book, on average between 210 and 250 of those words would be completely decodable.
- Students have now reviewed one way to write 18 of the 44 sounds in English.
- The sound /b/ is the 23<sup>rd</sup> most common sound in English.
- The sound /b/ is spelled 'b' approximately 96 percent of the time.
- The sound /l/ is the 9<sup>th</sup> most common sound in English.
- The sound /l/ is spelled 'l' approximately 87 percent of the time.
- The sound /r/ is the 5<sup>th</sup> most common sound in English.
- The sound /r/ is spelled 'r' approximately 94 percent of the time.

# Lesson 13

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)
- ✓ Read one-syllable words in the Code Flip Book that include the letter-sound correspondences taught (RF.1.3b)
- ✓ Print upper- and lowercase letters 'w' and 'W', 'e' and 'E', and 'u' and 'U' (L.1.1a)
- ✓ Read and write Tricky Words *all* and *some* (RF.1.3g)
- ✓ Read and 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)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	Flip Book Review	Vowel and Consonant Flip Books; Spelling Cards for 'w' > /w/ ( <i>wet</i> ), 'e' > /e/ ( <i>pet</i> ), 'u' > /u/ ( <i>but</i> )	5
<b>Reviewing the Spellings</b>	Writing the Spellings	pencils; Worksheet 13.1	10
<b>Tricky Words</b>	Tricky Word Cards	marker; yellow index cards for <i>all</i> , <i>some</i>	15
<b>Small Group</b>	Tricky Word Practice	Worksheet 13.2	15
<b>Chaining</b>	Large Card Chaining	Large Cards for 'n', 't', 'd', 'g', 'f', 's', 'p', 'b', 'l', 'h', 'w', 'i', 'e', 'a', 'u', 'o'	15
<b>Take-Home Material</b>	Phrasemaker	Worksheet 13.3	*

### Advance Preparation

Write *all* and *some* on yellow index cards.



### Flip Book Review

If students ask about the other Spelling Card, 'wh', outlined on the same page, tell them this is another way to spell /w/ that they will learn later in the year.

- Before beginning this exercise, get out and display both the Consonant and Vowel Flip Books within view of all students; also have the three Spelling Cards listed in the At a Glance chart readily available.
- Show students the /w/ Spelling Card with the 'w'—*wet* side facing students. Point to the 'w' and ask students to name the letter. Then read the word *wet* and remind them that the letter 'w' is used to spell and write /w/ in English words.
- Point to the power bar under the 'w' and ask students whether they think the letter 'w' is a very common spelling or a less common spelling for /w/. (very common)
- Turn to **Consonant Flip Book page 21** and point to the sound bubble for /w/ on the page, and then point to the outline for the Spelling Card, placing the 'w' Spelling Card for /w/ on the appropriate place on the Flip Book page.
- Repeat the above steps with the Spelling Cards for /e/ and /u/, which can be found on the following pages.

#### Vowel Flip Book

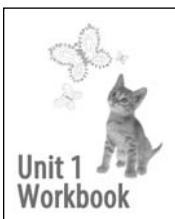
1. 'e' > /e/ (*pet*) Vowel Flip Book p. 3
2. 'u' > /u/ (*but*) Vowel Flip Book p. 4

- Quickly review by having students say the sound represented on each card.

### Reviewing the Spellings

10 minutes

#### Writing the Spellings



Worksheet 13.1

- Distribute Worksheet 13.1.
- 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 /w/.
- Write a lowercase 'w' on handwriting guidelines and describe what you are doing using the numbered phrases.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'w' on the worksheet.
- Encourage students to say the sound /w/ each time that they write the letter.

- Repeat the same steps for the uppercase 'W', pointing out that it looks the same as lowercase 'w' and touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with 'e'—'E' and 'u'—'U'.



Start on the dotted line.

1. diagonal right
2. diagonal up
3. diagonal right
4. diagonal up



Start between the dotted line and the bottom line.

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



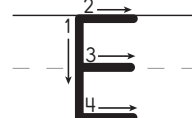
Start on the dotted line.

1. cup
2. short line down



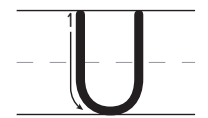
Start on the top line.

1. diagonal right
2. diagonal up
3. diagonal right
4. diagonal up



Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across (lift)
4. line across



Start on the top line.

1. cup

## Tricky Words

15 minutes

### Tricky Word Cards

- Write the words *all* and *some* on yellow index cards.

#### Tricky Word: All

- Show students the Tricky Word card *all* and ask them how they would pronounce it by blending. (They might say /a/ /l/ as in the name *Albert* or they might try to say the /l/ sound twice.)
- Explain that this word is actually pronounced /o/ /l/ as in, "He has *all* of my books."
- Write the word *all* on the board. Underline the letter 'a' and explain that it is a tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /o/.

- Circle the letters ‘l’ and ‘l’ and explain that this part of the word is only slightly tricky. Even though the letter ‘l’ appears twice, there is only one /l/ sound in this word.
- Tell students that when reading *all*, they have to remember to pronounce the letter ‘a’ as /o/ and the two letters ‘l’ as /l/.
- Tell students that when writing *all*, they have to remember to spell the /o/ sound with the letter ‘a’ and the /l/ sound with two letters ‘l’.

**Tricky Word: Some**

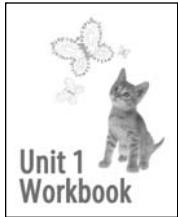
- Show students the Tricky Word card *some* and ask them how they would pronounce it by blending. (They might say /s/ /o/ /m/ /e/.)
- Explain that this word is actually pronounced /s/ /u/ /m/ as in, “I would like *some* rice, please.”
- Write the Tricky Word *some* on the board. Circle the letter ‘s’ and explain that it is pronounced /s/, as they would probably expect.
- Underline the letters ‘o’ and ‘e’ and explain that they are the tricky part of the word. They are pronounced /u/.
- Circle the letter ‘m’ and explain that it is pronounced /m/, as they would probably expect.
- Tell students that when reading *some*, they have to remember to pronounce the letters ‘o’ and ‘e’ as /u/.
- Tell students that when writing *some*, they have to remember to spell the /u/ sound with the letters ‘o’ and ‘e’.

**Practice**

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*.

- Write the following phrases on the board, one column at a time. Have the entire class read aloud together the phrases in the first two columns. Call on individual students to read the phrases in the third column.

1. some dog	8. some mugs	15. some spot
2. all fish	9. some dad	16. all the pots
3. all kids	10. to the jet	17. some rest
4. all fun	11. some men	18. all of us
5. some twigs	12. all of it	19. some nuts
6. all the dust	13. some webs	20. to the van
7. all cats	14. all the kings	21. to the dog



Worksheet 13.2

**Tricky Word Practice**

- Distribute Worksheet 13.2.
- Ask students if any of them can read the first sentence.
- Ask students if any of them can identify two Tricky Words in the sentence.
- Have students circle the Tricky Words *is* and *a* following your example.
- Have students write the Tricky Words on the provided line, following your example.
- Read the rest of the sentences as a class before breaking into small groups.
- ✪ **Group 1:** Ask students who are able to do independent work to complete the worksheet on their own. Once they have worked through the sentences, they may write an original sentence containing one of the Tricky Words.
- ✪ **Group 2:** Have students who need more support work with you to complete the worksheet.

**Chaining**

**Large Card Chaining**

You may have students work in pairs or teams for this activity.

- Pass out the following Large Cards, reviewing each card’s sound as you pass it out: ‘n’, ‘t’, ‘d’, ‘g’, ‘f’, ‘s’, ‘p’, ‘b’, ‘l’, ‘h’, ‘w’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’.
- Tell students that if they are holding a card with a picture of a sound that is in *pet*, they should go to the front of the room and stand in the order that spells *pet*.
- If necessary, help the 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 *pet*, show me *bet*.”
- Students should rearrange themselves to make the new word.
- Ask students which sound or letter changed in the word *pet* to get the word *bet*. 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. pet > bet > let > wet > get > got > hot > hit > bit > bat
2. bun > sun > fun > fan > pan > pin > spin > spun > spud

## Take-Home Material

---

### Phrasemaker

---

- Have students take Worksheet 13.3 home so they can practice reading and writing phrases with a family member.

### Supplemental Materials

---

If you have students who work quickly, give them the lists of words, chains, and phrases 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 Pausing Point.

- Newly decodable words:

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

- |          |           |           |          |
|----------|-----------|-----------|----------|
| 1. best* | 8. let*   | 15. up*   | 22. sun  |
| 2. but*  | 9. men*   | 16. us*   | 23. swim |
| 3. cut*  | 10. must* | 17. went* | 24. twig |
| 4. end*  | 11. red*  | 18. bed   | 25. wag  |
| 5. get*  | 12. run*  | 19. fun   | 26. wig  |
| 6. help* | 13. set*  | 20. rest  | 27. west |
| 7. left* | 14. ten*  | 21. sent  | 28. wet  |

- Chains:

1. band > bend > lend > led > sled > slid > lid > bid > bed > bad
2. bat > bet > belt > bent > dent > tent > ten > men > met > get
3. went > wet > net > not > nut > hut > rut > rust > rest > west
4. cub > cup > cap > lap > rap > rag > wag > wig > twig > twin

- Phrases:

- |                |                    |                      |
|----------------|--------------------|----------------------|
| 1. all of it   | 8. some of us      | 15. dog went in      |
| 2. all of us   | 9. some wet pups   | 16. last bit of dust |
| 3. no end      | 10. west wind      | 17. ten men had fun  |
| 4. left hand   | 11. spin a web     | 18. step up          |
| 5. best man    | 12. swept it up    | 19. a red hot sun    |
| 6. help him    | 13. a big bus      | 20. sun went up      |
| 7. rest in bed | 14. a cat on a bed |                      |

- Songs from *Alphabet Jam*:

1. “Eddie Elephant”
2. “Upstairs Under Uncle Baily”
3. “Wake Up Will”

### **Code Knowledge**

- Before today’s lesson: If students read 1,000 words in a trade book, on average between 210 and 250 of those words would be completely decodable.
- After 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.
- Students have now reviewed one way to write 21 of the 44 sounds in English.
- The sound /e/ is the 15<sup>th</sup> most common sound in English.
- The sound /e/ is spelled ‘e’ approximately 95 percent of the time.
- The sound /u/ is the most common sound in English.
- The sound /u/ is spelled ‘u’ approximately 27 percent of the time.
- The sound /w/ is the 17<sup>th</sup> most common sound in English.
- The sound /w/ is spelled ‘w’ approximately 84 percent of the time.
- *All* is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *all* occurs 3 to 6 times.
- *Some* is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *some* occurs 2 to 5 times.