

# What are Lexia Lessons?

Lexia Lessons are scripted, explicit lesson plans to guide teachers in providing face-to-face, targeted intervention to individual students, small groups, or the whole class. Each Lexia Lesson includes:

- A description of the skill and its importance to language and literacy development
- Information about why students may be struggling, common misconceptions, and working with specific student populations
- Suggestions for preparation, including recommended materials (included with the lesson or available in most classrooms)
- Direct instruction script to provide context, promote engagement, and model skills
- Guided practice script to scaffold collaborative application of skills
- Independent application activities to promote multisensory engagement, expressive language, and peer collaboration
- Adaptations to allow further differentiation for additional support or extension
- Reproducible materials, such as picture cards, word lists, activity sheets, and graphic organizers

Lexia Lessons are available across all Core5 Levels and are automatically recommended for struggling students, based on performance in the online program.

## Why are Lexia Lessons important?

Core5 provides teachers with actionable data, and Lexia Lessons are an important step in that action plan. The online program scaffolds student learning; automatic branching moves students through practice and instruction as necessary. While this course of action may be sufficient for some students, many students may require more explicit, face-to-face instruction to be successful. To support this need, teachers are alerted when a student struggles repeatedly online so they can provide targeted intervention. In this way, Lexia Lessons allow teachers to connect real-time performance data to instructional strategies.

Lexia Lessons include suggestions for multisensory activities that reinforce and extend online learning, as well as opportunities for oral expression, peer collaboration, and writing. Each Lexia Lesson requires approximately 20 minutes to deliver, but teachers control the pace and can adjust when needed. This personalized approach supports the varying learning needs of all students.

A peer-reviewed longitudinal study tracked reading scores of students who used the online and offline components of Core5 for three years. Significant reading growth was found in each school year. In addition, the students demonstrated significant longitudinal growth over the three years. This growth occurred despite a summer slide after each school year.

**Lexia Lessons** Phonics Medial Vowels

**Description**  
This lesson is designed to help students distinguish the short vowel sound in the medial position of consonant-vowel-consonant (CVC) words and identify the letter associated with this sound. Learning to discriminate medial short vowels is more difficult than learning to discriminate beginning or ending sounds. This skill is particularly useful when learning to spell CVC words.

**TEACHER TIPS**  
When you segment CVC words to isolate the medial vowel sounds, keep two things in mind:  
• Avoid adding a vowel sound to the initial consonant. For example, say /k/ not kuh, and /f/ not fuh.  
• Stretch out the vowel sound in the middle of the words so that students have more time to hear it.

**PREPARATION/MATERIALS**  
• Keyword Image Cards for **a, e, i, o, u** (provided in myLexia.com Teacher Resources)  
• Rubber bands for stretching  
• A copy of the 15 pictures at the end of this lesson

**Warm-up**  
Review short vowel sounds. Display the Keyword Image Card for **a** and point to the apple.  
What is this? (an apple) What sound do you hear at the beginning of *apple*? (/aa/) What letter makes the sound /a/ in *apple*? (a) No, the letter **a** spells /aa/ in *apple*. Have students take turns tracing the **a** on the card while the others air-write **a**. As students trace or airwrite the letter, they should say the /a/ sound.  
Use the same sequence of steps in this lesson for short **e, i, o, u**. See the word lists and images for all five vowels at the end of this lesson.

**Direct Instruction**  
Today we're going to learn to hear the difference between short vowel sounds in the middle of words.  
Display the picture card for **cap**.  
This is a **cap**. There are three sounds in the word **cap**. Listen: /k/ /a/ /p/. Tap a finger for each sound in the word. Point to each letter as you name the sound.  
The first sound in **cap** is /k/. The last sound in **cap** is /p/. Now, let's listen for the middle sound. The middle sound in **cap** is /a/. Stretch the rubber band as you stretch out the vowel sound.  
I need to fill in the middle sound in **coop**. The letter that makes this sound is **a**.

Script page 1

**Lexia Lessons** Phonics Medial Vowels

Hold up the Keyword Image Card for **a**. Display the picture for **wig**.  
This is a picture of a wig. The word **wig** starts with **w** and ends with **g**. The middle letter is missing. I can figure out what that letter is by saying the word **wig** slowly and listening for the middle sound: /w/ /i/ /g/. The middle sound is /i/. The letter that makes the /i/ sound is **i**. Stretch the rubber band as you stretch out the vowel sound. Then, fill in the letter **i** to complete the word **wig**.

**Guided Practice**  
Display the picture card for **eat** and give each student a rubber band.  
Now we're going to work together to hear the middle sounds in some words. Do not air write these. The word we want to spell together is the word **eat**. What is the beginning sound in **eat**? (/i/) What is the ending sound? (/t/)  
Point to the letters on the card.  
Now let's listen for the middle sound in **eat**. Listen: /i/ /aa/ /t/. What's the middle sound? Let's say it together: /aa/. Have students stretch out their rubber band as they stretch out the short vowel sound.  
Hold up the Keyword Image Cards for **a** and **e**.  
Which letter makes the sound /aa/? Is it the letter **a** or the letter **e**? (a)  
If students hesitate, repeat the keyword on each card, exaggerating the initial vowel sound.  
Which word sounds like /aa/ at the beginning, *apple* or *oatmeal*? (*apple*)  
After students choose the correct letter, ask one of them to write the letter **a** on the line. Have them take turns tracing the **a** in the blank while the others air write **a**. As students make the letter, have them repeat the /a/ sound. Then read the word **eat** together as you move your finger underneath from left to right.

**Independent Application**  
Display the picture card for **mat**. Have students identify the picture and name the letters shown below it. Show the Keyword Image Cards for **i** and **a**.  
Which letter spells the middle sound in **mat**? Listen: /m/ /i/ /t/. Which letter spells the short vowel sound in the middle? (a) (i) (e)  
If students hesitate, have them say the keyword on each card, listening for the initial sound (*apple*, *oatmeal*). Remind them that they can use their rubber band to stretch out vowel sound. Repeat these steps contrasting the other picture cards at the end of the lesson until students are able to discriminate the five short vowels. Contrast only two short vowels at a time.

**Wrap-up**  
Check students' understanding. Display the letters **m, t**.

Script page 2

**Lexia Lessons** Phonics Medial Vowels

A letter is missing in this word. The word is **mat**.  
(Point to a mat in the classroom.)  
How can you pick the right short vowel to put in the middle of **m** and **t** to make the word **mat**? (Students should understand that they need to say the word and stretch out the middle short vowel sound. Then they need to think of the letter that makes that sound. They may also connect the letter/sound to the keyword.)  
Use students' responses to guide your choice of activities in the Adaptations section below.

**Adaptations**

**FOR STUDENTS WHO NEED MORE SUPPORT**  
**Option 1:** Provide additional practice using only three words, such as *mat*, *cat*, and *bat*. Act out or show a picture of the word you are working with to provide context. Display the beginning and end consonants with a space between them. Follow the routine described in Guided Practice, and have students practice stretching out the vowel: /m/ aaaaaaa /t/.  
**Option 2:** For more intensive work, concentrate on initial short vowel sounds. Say pairs of words and have students show thumbs up if the words have the same beginning sound and thumbs down if they don't. Suggested word pairs to use: *act/cat*, *edge/egg*, *ache/ate*, *up/ugly*, *ewer/iff*, *other/odd*, *ask/is*, *avenue/alligate*. Have students match the sound at the beginning of each of these words to a Keyword Image Card.

**FOR STUDENTS READY TO MOVE ON**  
Give each student letter tiles for **a, b, c, e, g, i, n, p, t, u**. Begin by having students focus on the letters **c, t, a** and **e**. Display this incomplete word: **c\_t**. I'm going to give you a **clue** for a word that starts with **c** and ends with **t**. What animal has whiskers, a long tail, and likes to drink milk? (*cat*) Which letter spells the middle sound in **cat**?  
Have students point to the appropriate letter (a). Remind them that they can stretch out the vowel sound if they are not sure. Then have them spell the word **cat** for themselves with letter tiles. Now go through the same steps again to get students to generate cut. What do doctors do? Follow a similar procedure with these word pairs: *pen/pam*, *high/high*, *tip/tee*.

Students who complete this lesson should return to the online activities in **Lexia Core5 Reading**.  
For further development of automaticity with these skills, provide students with **Lexia Skill Builders**.

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## Where can Lexia Lessons be found?

In myLexia.com, there are several places to access Lexia Lessons. In the Actions column **1** on the myLexia Class Table, the Lexia Lesson column displays an icon  for students who are currently struggling in the online program and may need teacher-led instruction in order to progress. (Students are flagged as “struggling” if they drop to instruction more than once in an online activity.) Teachers may select the Lexia Lesson icon to access a PDF that provides scripted instruction in the specific skill. While viewing the Lexia Lesson, teachers may select the Mark as Delivered button to mark it as delivered. Lexia Lessons that have been marked as delivered display a delivered icon . The delivered icon will continue to display until the student progresses in the online activity and is no longer struggling.

The Struggling tab **2** in the myLexia class Action Plan displays a list of students who are struggling **3** along with more information about the skills they are struggling with. The information in this tab can be used to group students by instructional need.

For teachers who want to have Lexia Lessons available for ease of use, the material can be downloaded and printed anytime from the Lexia Lesson Library in the Resources tab of [www.myLexia.com](http://www.myLexia.com).

## How can Lexia Lessons be used?

Lexia Lessons can be delivered to individual students, small groups, or the whole class, depending on instructional need. Different teachers will most likely have different levels of familiarity with the skill area. Some teachers may want to closely follow the provided script while others may feel comfortable using the script as a guide for instruction.

School Overview **Lemire K Overview** Kindergarten

Class Table | Class Reports | Action Plan: 4 Need Usage 7 Struggling 12 Skill Builders 11 Certificates 19 Students

| Student Name ^                     | Grade Level of Material ^ | Predictor ^ | Usage This Week |          |               |                | Actions <b>1</b>  |
|------------------------------------|---------------------------|-------------|-----------------|----------|---------------|----------------|---|
|                                    |                           |             | Total Minutes ^ | Target ^ | Time Needed ^ | Units Gained ^ |   |
| <a href="#">Alger, Selena</a>      | 2nd L10                   | 100%        | 75              | n/a      | n/a           | 13             |     |
| <a href="#">Allard, Charlotte</a>  | K L2                      | 8%          | 33              | 60       | +27           | 12             |    |
| <a href="#">Bagley, Emily</a>      | 1st L6                    | 100%        | 136             | n/a      | n/a           | 7              |   |
| <a href="#">Bair, Treva</a>        | K L2                      | 96%         | 75              | 20       | 0             | 5              |    |
| <a href="#">Blakely, Tomas</a>     | K L3                      | 99%         | 63              | 20       | 0             | 8              |     |
| <a href="#">Catalano, Melissa</a>  | K L2                      | 96%         | 42              | 20       | 0             | 0              |    |
| <a href="#">Chestnut, Russell</a>  | PreK L1                   | 20%         | 29              | 60       | +31           | 9              |     |
| <a href="#">Freund, Glenn</a>      | PreK L1                   | 27%         | 0               | 60       | +60           | 0              |    |
| <a href="#">Gilliland, Miranda</a> | K L2                      | 97%         | 36              | 20       | 0             | 6              |   |
| <a href="#">Heaton, Archibald</a>  | K L2                      | 31%         | 34              | 50       | +16           | 5              |    |
| <a href="#">Horsley, Breann</a>    | K L5                      | 99%         | 161             | 20       | 0             | 14             |     |

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Students who are currently struggling and may need teacher-led instruction to progress. All Delivered Lessons

| Student Name ^                           | Instructional Priority ^ | Lesson Name ^  | Status ^                                      |
|--|--------------------------|--|---|
| <a href="#">McCurdy, Rachel</a> <b>3</b> | Low                      | <a href="#">Ending Sounds</a>                          | <input type="checkbox"/> Not Delivered        |
| <a href="#">Petrie, Elvis</a>            | Low                      | <a href="#">Long and Short Vowel Sounds</a>            | <input type="checkbox"/> Not Delivered        |
| <a href="#">Freund, Glenn</a>            | High                     | <a href="#">Picturing Keywords</a>                     | <input checked="" type="checkbox"/> Delivered |
| <a href="#">Freund, Glenn</a>            | High                     | <a href="#">Rhyming</a>                                | <input checked="" type="checkbox"/> Delivered |
| <a href="#">Heaton, Archibald</a>        | Medium                   | <a href="#">Spatial Concepts/Prepositional Phrases</a> | <input checked="" type="checkbox"/> Delivered |
| <a href="#">Allard, Charlotte</a>        | High                     | <a href="#">Spatial Concepts/Prepositional Phrases</a> | <input type="checkbox"/> Not Delivered        |
| <a href="#">Bair, Treva</a>              | Low                      | <a href="#">Spatial Concepts/Prepositional Phrases</a> | <input checked="" type="checkbox"/> Delivered |

## Usage tips from teachers

- Keep a binder of Lexia Lessons available in the copy room to save time for teachers.
- Organize Lessons by Core5 activity in a classroom folder system.
- Save paper by viewing Lexia Lessons online and using page protectors or laminating reproducible pages.
- Use a projector to view reproducible graphic organizers or have students to recreate them on paper or on individual devices.