The Lexia® Core5® Reading program provides Instructional Materials to ensure that students receive personalized and comprehensive instruction and practice in all skill areas. These materials can be incorporated into classroom routines in a variety of ways, including whole class instruction, small group activities, partner work, and independent work. All Instructional Materials offer multi-sensory activities that reinforce and extend online learning and provide opportunities for oral expression, writing, and collaboration.

<table>
<thead>
<tr>
<th>Description</th>
<th>Recommended in myLexia® based on performance</th>
<th>Available as an additional resource in myLexia</th>
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<tbody>
<tr>
<td><strong>Lexia Lessons®</strong></td>
<td>Scripted, explicit instruction for face-to-face targeted intervention</td>
<td></td>
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<tr>
<td><strong>Lexia Skill Builders®</strong></td>
<td>Paper-based practice materials for application and generalization of skills</td>
<td>Activity suggestions to introduce, reinforce or extend a skill</td>
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<td><strong>Lexia® Connections</strong></td>
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<table>
<thead>
<tr>
<th>Focus</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Students who are struggling with a skill in an online activity</td>
<td>Students who have completed an online activity</td>
<td>All students to supplement instruction</td>
</tr>
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</table>

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<thead>
<tr>
<th>Delivery</th>
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<tbody>
<tr>
<td>Teacher-led</td>
<td>Primarily independent with opportunities for peer collaboration</td>
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</tr>
</tbody>
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<thead>
<tr>
<th>Scope</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Over 250 lesson plans</td>
<td>Over 500 pages</td>
<td>Over 600 activities</td>
</tr>
</tbody>
</table>

To learn more about the various types of Lexia Instructional Materials, visit the Core5 Resources Hub to review the Visual Guide to Instructional Materials.
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 tips for working with specific student populations
- Suggestions for preparation, including recommended materials
- 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.

What are Lexia Skill Builders?
Lexia Skill Builders are paper-based practice materials created for students to build automaticity, promote generalization, and expand expressive language. After completing an activity in the Core5 online program, students work on a corresponding set of Lexia Skill Builders, either independently or with a partner. Each Lexia Skill Builder includes:

- Opportunities to extend online learning to speaking, writing, and collaborative activities
- Starred extension activities at the bottom of every page to promote expressive language and build higher-order thinking skills
- A format ideal for classroom centers, homework, and before- or after-school programs

What are Lexia Connections?
Addressing more than 80 different Core5 skills, Lexia Connections provide engaging strategies and routines to structure individual, small-group, or whole-class activities targeting essential components of reading. Each Lexia Connection includes:

- A detailed Skill Sequence to show how the target skill fits in the Core5 systematic and structured approach to reading
- A description of each skill and why it is an important element of language and literacy development
- Activities designed to be incorporated into classroom routines with minimal materials or preparation
- Easily identifiable icons to indicate how each activity suggestion integrates listening, speaking, reading, and writing
- Curriculum Connection suggestions to link reading activities to content-area instruction in science, math, and social studies
- Reproducible materials, such as picture cards, word lists, activity sheets, and graphic organizers
Warm-up

*I am going to show you a word, and I want you to tell me what it is.*

Present one word card at a time. See which ones students instantly identify and put those cards aside. Focus the lesson on the sight words that are giving students some trouble.

Direct Instruction

*Toddy we’re going to learn some important words that you may not be able to sound out. We see these words all the time when we read, and we use these words a lot when we write. It’s helpful to learn them as whole words so you can read and write them quickly.*

Display the word card for *some*.

*This word is some.*

Use the word in context. Point to various objects in your classroom and name them, saying, “There are some…” with an emphasis on the word *some*. For example, “There are some crayons.”

*Now I’m going to spell some. S-O-M-E spells some.*

Point to each letter as you spell it. Run your finger under the whole word from left to right as you say the word.

*To help me remember the word, I look at it carefully and say the letter names to myself.*
Hold up the word card as you say the word. Model saying the letter names followed by reading the word as a whole.

Then, I close my eyes and try to picture the whole word while I say the letter names. Model closing your eyes and thinking about the word as you name the letters.

When you are learning a new sight word, you need to remember to do these things:

Step 1: Look at the word.

Step 2: Say the word and name the letters.

Step 3: Close your eyes and try to picture the whole word as you name the letters.

Use the same procedure with the other sight words as needed.

Guided Practice
Display the word card for some. Point to each letter in the word and have students read the letters aloud with you to spell the word.

Now, let’s spell some together: S-O-M-E.

Run your finger under the word, left to right, and have your students spell and say the word together.

What’s the word? (some)

Have students close their eyes, picture the word as a whole, and name the letters.

What’s the word? (some)

Provide each student with the letter tiles that are needed to spell the word some. Have students spell the word, using their letters. Say the word together. Have students scramble their letters and then spell and read the word a few times. Try taking away the displayed word; see if students can spell and read it on their own.

Use the same procedure with the other sight words as needed.

Independent Application
Display the word card for some.

What is this word? (some)

Now I want you to practice writing some.

When students are ready, have them write the word. Then, have them read the word and say the letter names while tracing over the letters they have made. Try taking away the displayed word; see if students can write it on their own.

Have students use the word in a sentence.

Use the same procedure with the other sight words as needed.
**Wrap-up**

See if students can now instantly identify the sight words in this lesson. Use the sight word cards as flashcards, and have students read and spell each word.

Use students’ responses to guide your choice of activities in the Adaptations section on the following page.

### Adaptations

**FOR STUDENTS WHO NEED MORE SUPPORT**

**Option 1:** Place sight word cards on a table and have students point to the word after you say it. Repeat until they are automatic at identifying each sight word. Then, have students read the word.

**Option 2:** Place pairs of sight word cards on the table and have students match each sight word with the other card in the pair.

**FOR STUDENTS READY TO MOVE ON**

**Option 1:** Create (or add to, if you already have one) a Word Wall, using long strips of butcher paper. Have students spell each sight word for you as you list it on the wall. Periodically point to random sight words and have students read them aloud.

**Option 2:** Help students write each sight word on the same side of pairs of index cards. Make sure they have spelled the words correctly. Have students shuffle and use this deck of cards to play Concentration or Go Fish with a partner.

**Option 3:** Have students combine these sight words with regular words to create phrases or short sentences. For example, *My friend has many old cats.*

**SUGGESTIONS FOR ORAL LANGUAGE SUPPORT**

- Record yourself or students reading each of the sight words. Encourage students to use the recording to practice identifying word cards or writing the words.
- Help students come up with oral sentences for each of the sight words. Challenge them, if appropriate, to create sentences that contain two or more sight words.
- Have students illustrate each sight word card to use as story prompts or conversation starters. Create an audio recording, and have students point to each word card as they listen to the recorded story or conversation.
- Group rhyming words together. Discuss with students the idea that not all words that sound the same are spelled the same. Examples: *buy, by, why; could, would; from, some*

*Students who complete this lesson should return to the online activities in Lexia® Core5® Reading.*

*For further practice with these skills, provide students with Lexia Skill Builders.*
Sight Words

<table>
<thead>
<tr>
<th>Level 6</th>
<th>Level 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>does</td>
</tr>
<tr>
<td>every</td>
<td>goes</td>
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<tr>
<td>any</td>
<td>other</td>
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<tr>
<td>could</td>
<td>friend</td>
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<td>were</td>
<td>says</td>
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<tr>
<td>once</td>
<td>very</td>
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<tr>
<td>old</td>
<td>buy</td>
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<tr>
<td>know</td>
<td>write</td>
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<tr>
<td>by</td>
<td>have</td>
</tr>
<tr>
<td>have</td>
<td>just*</td>
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<tr>
<td>from</td>
<td>give</td>
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<td>out</td>
<td>live</td>
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<tr>
<td>again</td>
<td>why</td>
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<tr>
<td>of</td>
<td>always</td>
</tr>
<tr>
<td>how</td>
<td>which*</td>
</tr>
<tr>
<td>put</td>
<td>orange</td>
</tr>
<tr>
<td>round</td>
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</tbody>
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Note: These are sight words that follow previously presented phonic rules.
Direct Instruction

Display the alphabet chart.

There are two kinds of letters in the alphabet, called vowels and consonants. The vowels are a, e, i, o, and u. We’re going to learn about the vowel letter a. Can you show me the letter a in the alphabet chart? That’s right, the vowel letter a is the first letter in the alphabet.

Display the Keyword Image Card for the short vowel a. Give each student a rubber band.

This is a picture of an apple. The word apple begins with the vowel letter a. Listen as I stretch out the first sound of apple. aaa...pple.

Stretch the rubber band as you repeat the word again.

Now, you stretch your rubber band and say apple in that stretched-out way. (aaa...ppple)

The first sound in apple is the vowel sound /ă/. That sound is called short a.

Watch how I get my mouth ready to say the first sound of apple-/ă/. I make my mouth wide with my lips apart, like I’m taking a bite out of an apple.

When I hear a word that begins with /ă/, I know that the first letter in the word is a. Another word that begins with /ă/ is the word at. I know that the first letter in the word aaa...t is a.
Guided Practice

Point to the Keyword Image Card for short vowel a.

Say

Now, you get your mouth ready to say apple. Open your mouth wide, like you are going to take a bite out of an apple. Say the short a vowel sound and the keyword with me and stretch your rubber band. /aaa/, pple.

Let’s listen to some words and see if they begin with the sound of the short vowel a, /aaa/.

Display the picture of an alligator.

This is an alligator.

Discuss the meaning.

Let’s say the word alligator together. (alligator) What sound is at the beginning of aaa...lligator? (/ă/). What letter makes the /ă/ sound? (a) Yes, when we say alligator we open our mouth wide like we are going to take a bite out of an aaa...pple.

Follow the same procedure for the pictured words ax, ant, astronaut, addition, and actor.

Independent Application

Display the pictures at the end of the lesson one at a time. Give students two possible names for the picture and have them choose the one that begins with a short a sound. Provide support as needed by repeating the target word with an emphasis on the short vowel sound. Also have students air-write the letter a as they say the letter name.

Say

Which word begins with /ă/—alligator or crocodile? (alligator) What’s the first sound in alligator? (/ă/). What’s the first letter? (a)

Which word begins with /ă/—bug or ant? (ant) What’s the first sound in ant? (/ă/). What’s the first letter? (a)

Which word begins with /ă/—spacesman or astronaut? (astronaut) What’s the first sound in astronaut? (/ă/) What’s the first letter? (a)

Which word begins with /ă/—add or numbers? (add) What’s the first sound in add? (/ă/) What’s the first letter? (a)

Which word begins with /ă/—actor or performer? (actor) What’s the first sound in actor? (/ă/) What’s the first letter? (a)

Which word begins with /ă/—hatchet or ax? (ax) What’s the first sound in ax? (/ă/) What’s the first letter? (a)

Wrap-up

Check students’ understanding by asking them what sound they hear at the beginning of the word apple and what letter matches that sound.

Use students’ responses to guide your choice of activities in the Adaptations section on the following page.
Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Display the Keyword Image Card.

What picture is on your card? (apple)

What sound do you hear at the beginning of apple? (/ă/)

What letter makes the sound /ă/? (a)

Listen as I say a word. If you hear /ă/ at the beginning, pretend to bite an apple and say /ă/. (Demonstrate pretending to take a bite of an apple with a hand gesture.) If you don’t hear /ă/ at the beginning of the word, stay as still as a statue.

Suggested words: answer, glasses, Africa, hay, acid, action, living, anteater

Provide feedback for any errors by having students repeat the word exaggerating the first sound.

FOR STUDENTS READY TO MOVE ON

Option 1: Say each of the phrases below, one at a time. Clarify the meaning of any unfamiliar words, or create new phrases with words that your students will know. For each phrase, stress the word that begins with the short vowel sound /ă/ and point to the shape of your mouth while saying that word.

Which word begins with the short a sound /ă/?

If students answer correctly, reinforce by repeating the word with the short vowel sound /a/ together. If students answer incorrectly, point out the beginning sound of the word they said and how it is different from the short vowel a.

Suggested phrases: the big ant, he and she, ask me questions, at the store, this ax chops wood, an eagle flies, animals in the zoo, the movie actors

Option 2: Once students have learned more than one short vowel, give practice contrasting two short vowels at a time.

Each student should have a letter card for each short vowel being targeted. Say one word at a time. Direct students to repeat the word, listen for the first sound, and hold up the matching letter card.

Suggested Words:

Short a and short i: apple, igloo, adding, as, if, ashes, indoors, ant, alley, itchy, avenue

Short a and short o: octopus, apple, olive, ox, ax, album, actor, ant, opposite, answer, on, an

Short a and short u: apple, umbrella, under, added, active, uncle, up, after, us, as, and, ant hill

Short a and short e: elephant, apple, answer, ax, ending, ever, am, and, exit, enemy, ambulance, animal

Students who complete this lesson should return to the online activities in Lexia® Core5® Reading.

For further practice with these skills, provide students with Lexia Skill Builders.
Short Vowel a

apple
cat
dog
boy
a
c
b
d

Lexia Lessons®
LEVEL 4 | Phonics

Keywords
Keyword Picture Cards

Phonics Support

Reproducible page 1

INSTRUCTIONAL MATERIALS TRAINING PACK | PAGE 11
Circle the correct word to complete each sentence. Then, write the circled word on the line.

Plums

1. You can have a _______ plum _______ on a bench.

2. A plum is small and can fit in a ________.

3. Plums can make a fine _________.

Answer each question using a complete sentence. Be sure to use a capital letter at the beginning of the sentence and for names. Use a period (.) at the end.

4. What can you have on a bench?

5. Where can a plum fit?

6. What can plums make?

★ Read the questions and your answers to a partner.
Read the words at the top of the page. Then, use these words to fill in the blanks in the passages.

consequence  progress  productive  innovations  technological  productive

1 Robot Service at Restaurants
New technologies are changing restaurants. ________________ include robots that do the work that human workers have always done. Robots take food orders, flip burgers, and serve food. These robots are faster and more ________________ than human workers. As the price of robots declines, restaurants will pay less for robots than for human workers. But, restaurants worldwide employ millions of people. As innovations in robots continue to improve and make ________________, where will those people find jobs?

2 Drones: Flying Machines with the Potential to Help
The flying machine called a drone is changing the world. A drone has no crew, is smaller than a plane, and is operated remotely. Utility companies use drones to fly over power lines. Drones find problems for people to fix, making workers more _________________. Drones fly over areas hit by floods, mudslides, and other disasters. They send images that guide rescue workers’ efforts. Of course, ________________ changes are never problem-free. As a ________________ of so much drone use, people worry about protecting their privacy from all those snooping cameras.

3 In your opinion, which innovation—restaurant robots or drones—would have a greater impact on your life? On another page, make a concept web like the one below to plan your response. Include details from the passages.

your opinion

why?

why?

☆ With a partner, design a new technology. Think about the problem your innovation solves. Be sure to consider any negative consequences!
**Vocabulary Skill Sequence**

- Basic Categories
- Basic Concept Words
- Describing Words
- Combining Adjectives
- Categorizing Words
- Multiple Meaning Words
- Synonyms & Antonyms
- Similes & Metaphors
- **IDIOMS**
  - Simple Analogies
  - Affix & Root Meaning (Structural Analysis)
  - Academic Vocabulary
  - Shades of Meaning
  - Complex Analogies

**Curriculum Connection**

Display illustrations from familiar stories. Ask students to use an idiom to describe a specific scene. For example, a character who is in trouble may be described as in hot water. Then, discuss how the illustration adds to students' understanding of the text.

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**Idioms**

An idiom (e.g., to be on top of the world) is a group of words that do not mean what they seem to say. By studying idioms, students develop their awareness of figurative expressions and expand their descriptive language skills.

**Classroom Ideas**

As necessary, teach or review the definition of an idiom. Explain to students that they should use sentence clues to figure out the meaning of an idiom. For example, in the sentence Cal won first prize, so he was on top of the world, students should recognize that someone cannot literally be on top of the world. Have them underline the idiom and, with support, look at the rest of the sentence and deduce the meaning (e.g., Since Cal won first prize, he is probably really happy).

Write an idiom on one index card and its meaning on another card. Create a deck of up to 15 pairs. Shuffle the cards and have students work together to match the idioms to their meanings.

Have students act out learned idioms in a charades-style manner or in brief skits. Fellow students should guess the idiom being portrayed.

Distribute one idiom to each student or pair of students. Have some students illustrate the actual meaning of the idiom, while others should illustrate the literal meaning of the idiom. Once the drawings are finished, ask students to find their idiom partners without talking (by sharing illustrations only).

Use idioms as writing prompts or discussion points (e.g., Have you ever thrown in the towel? Do you remember a time when you felt like a fish out of water?). Citing specific examples, students can discuss these topics with peers or form a written response to these questions.
### Idioms: Set 1

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>to be all fingers and thumbs</td>
<td>to be clumsy</td>
</tr>
<tr>
<td>to go in one ear and out the other</td>
<td>to hear something but quickly forget it</td>
</tr>
<tr>
<td>to be the tip of the iceberg</td>
<td>to be a small part of a bigger problem</td>
</tr>
<tr>
<td>to bark up the wrong tree</td>
<td>to look for a solution in the wrong place</td>
</tr>
<tr>
<td>to get the ball rolling</td>
<td>to get started on something</td>
</tr>
<tr>
<td>to throw in the towel</td>
<td>to give up</td>
</tr>
<tr>
<td>to turn over a new leaf</td>
<td>to have a fresh start</td>
</tr>
<tr>
<td>to move mountains</td>
<td>to achieve something very difficult</td>
</tr>
<tr>
<td>to be on the fence</td>
<td>to be undecided</td>
</tr>
<tr>
<td>to wing it</td>
<td>to make it up as you go along</td>
</tr>
<tr>
<td>to hear it through the grapevine</td>
<td>to hear something from someone else</td>
</tr>
</tbody>
</table>

### Idioms: Set 2

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>to be tied up</td>
<td>to be very busy</td>
</tr>
<tr>
<td>to spill the beans</td>
<td>to tell a secret</td>
</tr>
<tr>
<td>to be in hot water</td>
<td>to be in trouble</td>
</tr>
<tr>
<td>to be on thin ice</td>
<td>to be in a risky situation</td>
</tr>
<tr>
<td>to chicken out</td>
<td>to not do something because of fear</td>
</tr>
<tr>
<td>to pull someone’s leg</td>
<td>to fool someone as a joke</td>
</tr>
<tr>
<td>to be all in the same boat</td>
<td>to all be in the same situation</td>
</tr>
<tr>
<td>to have a heart of gold</td>
<td>to be kind and helpful</td>
</tr>
<tr>
<td>to be fishy</td>
<td>to be questionable</td>
</tr>
<tr>
<td>to stick out like a sore thumb</td>
<td>to stand out or be different</td>
</tr>
<tr>
<td>to be all ears</td>
<td>to be ready to listen</td>
</tr>
</tbody>
</table>