

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 and recommended materials (included with the lesson or available in most classrooms)
- Educator scripts to provide context and model skills
- Activity suggestions to promote expressive language and collaboration
- Adaptations for additional support or extension
- Student pages, such as picture cards, word lists, 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 part of that action plan. The embedded practice and instruction in the online program may be sufficient for some students, but many students may require targeted, face-to-face instruction to be successful.

Lexia Lessons include suggestions for activities that reinforce and extend online learning, as well as opportunities for oral expression, collaboration, and writing. While the time to deliver each Lexia Lesson varies, most lessons can be delivered in less than twenty minutes.

How can Lexia Lessons be used?

Different teachers will most likely have different levels of familiarity with each 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. The entire Lexia Lesson does not need to be printed. Save paper by viewing Lexia Lessons online, printing only the reproducible pages for students.

Lexia Lessons Photos
Media 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 /p/ not puh.
• 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*? (aaa) What letter makes the sound /a/ in *apple*? (a) Yes, the letter **a** spells /a/ in *apple*.
Have students take turns tracing the **a** on the card while the others air-write **a**. As students trace or air-write 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/. Say it with me: /aaa/.
Stretch the rubber band as you stretch out the vowel sound.
I need to fill in the middle sound in **coap**. The letter that makes this sound is **a**.

Script page 1

Lexia Lessons LEVEL 1 (Photos
Media 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 **i** makes the /i/ sound.
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. The not ate the cheese. 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/ /a/ /t/. What's the middle sound? Let's say it together: /aaa/.
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 /aaa/? 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 /aaa/ 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? Is it **i** or **a**?
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 LEVEL 1 (Photos
Media 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 short **a** words, such as *mat*, *cab*, 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/add*, *edge/echo*, *flat/up*, *go/fo*, *ever/offer*, *other/odd*, *ask/is*, *avenue/alligator*.
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** and **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 scissors do?
Follow a similar procedure with these word pairs: *pen/pam*, *leg/leg*, *tip/top*.

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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