




Sound Spellings Lesson Set

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Lesson Guide: Introducing Sound-Spellings

Objective: Students will identify and match the common sounds that letters represent.


<p>Model Watch/Listen</p>	<ul style="list-style-type: none"> • Today we will learn a new spelling and sound. We will learn the spelling B. • Watch/Listen: <ul style="list-style-type: none"> ○ Show students the Bear Clue Card for /b/. ○ This is the bear card. ○ The spelling is b. ○ The sound is /b/. ○ When I see the bear, I think of the sentence: The brown bear walks around. 	
<p>Practice Let's try it/ Your turn</p>	<ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ I am going to tell you the name, spelling, and sound of the card again. Then it is your turn. ○ The card is bear. What's the card? Bear ○ The spelling is b. What's the spelling? B ○ The sound is /b/. What's the sound? /b/ ○ Let's say the sentence together: The brown bear walks around. <p><i>Repeat until students can name the card, spelling and sound.</i></p> 	
<p>Closure Review/Restate</p>	<ul style="list-style-type: none"> • We practiced the bear card. What did we practice? The bear card. What is the spelling? b What is the sound? /b/. • Right, listen to the sentence. Listen for the words that have the /b/ sound. The brown bear walks around. Which words have the b that says /b/? • Tell your partner one word that starts with /b/. I heard bear and brown. These words all have the /b/ sound. 	

Materials: Bear card, Sound-Spelling Sequence Chart, Sound-Spelling Clue Cards

Teacher notes: Some sound-spellings have special information (ex: digraphs). Check the **Sequence Chart**. If there is special information, be sure to point this out for students.

Lesson Guide: Reviewing Sound-Spellings

Objective: Students will identify and match the common sounds that letters represent.

<p>Model Watch/Listen</p>	<ul style="list-style-type: none"> • Today we will review the spelling and sound for b. • Watch/Listen: <ul style="list-style-type: none"> ○ Show students the Clue Card for B b. ○ This is the bear card. What's the card? Bear ○ The spelling is b. What's the spelling? B ○ The sound is /b/. What's the sound? /b/ <p><i>Repeat until students can name the card, spelling and sound.</i></p>	
<p>Practice Let's try it/ Your turn</p>	<ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ I am going to say some words. You will listen for words that start with the /b/ sound (refer to sound/spelling card). ○ When you hear a word that starts with the /b/ sound, show me a thumbs up. If it does not start with the /b/ sound, give a thumbs down. ○ The first word is bug. Show me a thumbs up if bug starts with the /b/ sound (refer to sound/spelling card). The word bug starts with the /b/ sound, thumbs up. <p><i>Repeat with the words: ball, goat, bat, boy, fun, jug, bit, map, beg, bud</i></p>	
<p>Closure Review/Restate</p>	<ul style="list-style-type: none"> • I am going to put some pictures on the table. When it is your turn, move the pictures over to the bear card that start with the /b/ sound. If the picture does not start with the /b/ sound, move it to the side. Make sure all students name the picture card when it is moved over to the bear card. • We practiced the bear card. What did we practice? The bear card. What is the spelling? b What is the sound? /b/ 	

Materials: Bear card, 10 pictures cards (include pictures that start with the b sound with some non-examples). **Sound-Spelling Sequence Chart, Sound-Spelling Clue Cards**

Teacher notes: When modeling sounds, be sure to avoid adding a sound at the end of consonants. For example: /b/ instead of "buh."

Lesson Guide: Reading Words with Sound-Spellings Sounding Out Decodable Words

Objective: Students will decode words in isolation and in context by applying common letter-sound correspondences.

<p>Model Watch/Listen</p>	<ul style="list-style-type: none"> • Today we will practice reading words. We will say each sound and blend the sounds to read the word. <i>Select the words to read from the Decodable Word List.</i> • Watch/Listen: <ul style="list-style-type: none"> ○ I will say each sound in the word, say all the sounds together and then read the word. ○ Watch/listen: <ul style="list-style-type: none"> ▪ Write B, point to it and say sound, /b/. ▪ Write I, point to it and say sound, /i/. ▪ Write G, point to it and say sound, /g/. ▪ Slide your finger under the word and say blend, /b/i/g/. ▪ Say, word, big.
<p>Practice Let's try it/ Your turn</p>	<ul style="list-style-type: none"> • Let's practice together: <ul style="list-style-type: none"> ○ Let's sound out words together. When I point to the spelling and say the sound, you say each sound. When I slide under the word and say "blend," say the sounds together slowly. When I say "word," you say the whole word. ○ <i>Follow steps listed in the model with about 10 words (teacher discretion).</i>
<p>Closure Review/Restate</p>	<ul style="list-style-type: none"> • This time I am going to write the whole word instead of one letter at a time. I will point to each spelling and say "sound," and we will blend and say the whole word. <i>Repeat with 5 or more words. Remind students to refrain from saying the whole word, instead saying each sound along with the routine. After writing and sounding out 5 or more words, ask each student to sound out and read one of the words on your list.</i> • Today we practiced reading words. What did we practice? Reading words. We said each sound and then blended the sounds together.

Materials: white board, marker, **Decodable Word List, Decodable Word Cards**

Teacher notes: Teacher discretion for which words/how many to practice.