

**Lesson 1: Basic Code**

# Foundational Skills

**Primary Focus**

Students will provide the corresponding sound when presented with the following lowercase letters: 'a', 'o', 'i', 'e', 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h'.

+ **TEKS K.2.B.i**

Students will orally provide a word with the initial /b/ sound, when provided with simple riddles. **TEKS K.2.A.x**

+ Students will distinguish between spoken minimal pair words with /b/ and /p/ in either the initial or final position by indicating which sound, /b/ or /p/, is heard in each word. **TEKS K.2.A.x**
+ Students will identify and produce rhyming words. **TEKS K.2.A.i**
+ Students will accurately form the lowercase spelling 'b' to represent /b/ using appropriate directionality. **TEKS K.2.E; TEKS K.3.C**
+ Students will spell and write CVC words that include the spelling 'b' to match a picture. **TEKS K.2.B.ii; TEKS K.2.C.ii**
+ Students will recognize that new words are created when letters are changed, added, or deleted by substituting individual sound/spellings in simple CVC words; focus on /b/ > 'b'. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**
**Large Letter Cards****Support**

If students are having difficulty pronouncing the vowel sounds accurately, you can have them say the words *knit*, *gnat*, and *not* in this order and in reverse order before having them say the vowel sounds in isolation.

**WARM-UP (10 MIN.)****Short Vowel Sounds**

- Display the Large Letter Cards for 'i', 'a', and 'o' in that order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

+ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.ii** Spelling words using sound-spelling patterns.

## Support

The gestures for /i/ and /o/ represent the shapes of the letters 'i' and 'o'. You may adopt other gestures for the sounds if you find them more effective. You may discontinue the gestures once students are making these sounds accurately and confidently.

/i/	/a/	/o/
place finger below lips	pretend to cry	circle open mouth with finger

- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

## Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.



## Foundational Skills

### Foundational Literacy Skills

Prior to reading the Sound Riddles, tell students that you have pictures to show them that will give them some clues about the answers to the riddles. Point to the two colored objects, say *blue* as you show the blue object and ask students to repeat.

Point to the brown object, say *brown*, and ask students to repeat. Point to the ball, say *ball* and ask students to say *ball*. Then, point to the bird, say *bird*, and ask students to repeat.

**ELPS 2.E; ELPS 3.A**



### Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

## INTRODUCE THE SOUND /B/ (15 MIN.)

### Sound Riddles

- Tell students the new sound is /b/. (Try to say a clipped /b/ and not /buuu/.)
- Have students say the /b/ sound several times.
- Ask students to repeat a number of words having the /b/ sound at the beginning: *bat, big, bug, bag, boots*.
- Ask students to repeat a number of words having the /b/ sound at the end: *rub, cab, tub, fib, rib*.

- Tell students you are going to say a word. Ask them to tell you whether they hear /b/ at the beginning of the word or at the end: *bad, rob, grab, bib*.
- Ask students if /b/ is a consonant sound or a vowel sound. (It is a consonant sound, made by pressing the lips together and opening them with a popping sound. Tell them to remember that if they are making a vowel sound, they will have to open their mouths. If they are making consonant sounds, they will use their lips or their tongues.)
- Read the riddles, each of which has an answer beginning with the /b/ sound.

1. I'm thinking of the color of the sky. (*blue*)
2. I'm thinking of the color of mud. (*brown*)
3. I'm thinking of a sport that involves hitting a ball with a bat. (*baseball*)
4. I'm thinking of an animal flying through the air saying, "Chirp, chirp!" (*bird*)
5. I'm thinking of something round you can kick or throw. (*ball*)

## Minimal Pairs

- Tell students it is difficult to hear the difference between the /b/ sound and the /p/ sound. These sounds are sister sounds. Both sounds are made by pressing your lips together and making a popping noise.
- Tell students you are going to say some words. The words will be very similar, but one word will begin with the /b/ sound and the other word will begin with the /p/ sound.
- Have students close their eyes and listen as you say the first word.
- Ask students which word begins with the /b/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs, emphasizing the /b/ and /p/ sounds in each word.

- |                                |                            |
|--------------------------------|----------------------------|
| 1. <b>beach</b> — <b>peach</b> | 1. <b>cab</b> — <b>cap</b> |
| 2. <b>bad</b> — <b>pad</b>     | 2. <b>cob</b> — <b>cop</b> |
| 3. <b>bet</b> — <b>pet</b>     | 3. <b>mob</b> — <b>mop</b> |
| 4. <b>big</b> — <b>pig</b>     | 4. <b>tab</b> — <b>tap</b> |



ENGLISH  
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## Foundational Skills

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### Foundational Literacy Skills

Prior to reading the first four pairs, tell students you have pictures to show them so they recognize the words you will say. Show them a picture of the beach, say *beach*, and ask them to repeat. Next, show them the peach, say *peach*, and ask them to repeat. Quickly alternate showing the pictures and repeating the word pairs: *beach, peach*.

Prior to reading the last four word pairs, show students a picture of the cab, say *cab*, and ask them to repeat. Next, show them a picture of a cap, say *cap*, and ask them to repeat. Quickly alternate showing the pictures and repeating the word pairs: *cab, cap*. Repeat the same procedure for *cob* and *cop* with the remaining two pictures.

**ELPS 2.E; ELPS 3.A**

## Rhyming Words TEKS K.2.A.i

**Note:** Use the word pairs from Minimal Pairs to introduce students to the concept of rhyming words.

- Tell students that rhyming words are words that end with the same group of sounds but have different beginning sounds.
- Tell them that you are going to say some words and you want them to listen carefully to the ending sound.
- Reread the first word pair and have students repeat the words aloud. (*beach—peach*)
- Point out that the only difference between these words is the beginning sound. Explain that because these words have the same ending sound (/each/), they rhyme.
- Repeat with the next three word pairs, emphasizing the end sound for each word.
- Tell students that now you are going to say another word pair and you want them to listen carefully to the ending again.
- Read the first word pair in the next column and have students repeat the words aloud. (*cab—cap*)
- Ask students if these words have the same ending sound.
- Explain that because these words do not have the same ending sound, they do not rhyme. Then ask students what ending sounds make the two words different from each other? (/b/, /p/)
- Repeat the word *cab* and have students come up with a rhyming word for *cab* by substituting a different beginning sound (e.g., *dab, fab, lab, tab*). Accept nonsense words if provided by students (e.g., *bab, mab, rab, pab, sab*).
- If time permits, repeat with *cap* (e.g., *rap, sap, map, lap, tap*). Accept nonsense words if provided by students (e.g., *bap, fap, hap, dap*).

## INTRODUCE THE SPELLING /B/ → ‘B’ (25 MIN.)

TEKS K.2.E

### Teacher Modeling

**Note:** Try to avoid using the letter name “bee” during this activity. Instead, say the sound /b/.

- Tell students you are going to show them how to draw a picture of the /b/ sound.

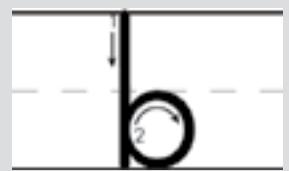
 **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.E** Develop hand-writing by accurately forming all uppercase and lowercase letters using appropriate directionality.

- Draw a large lowercase 'b' on the board/chart paper and describe what you are doing using the steps and phrases provided. ("Start at the top line . . . 1. long line down . . . 2. circle to the right.") Then, say the sound /b/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /b/ sound when you finish.

## Meet the Spelling Activity Page

### ► Digital Component 1.1

- Distribute and display Activity Page 1.1. Tell students they will practice drawing pictures of the /b/ sound together.
- Point to the letter 'b' at the top of the page ask students to say the sound /b/ together.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start at the top line . . . 1. long line down . . . 2. circle to the right." As you finish each letter, say the sound, /b/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *big*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)



Start at the top line.

1. long line down
2. circle to the right

### Activity Page 1.1

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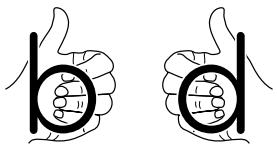
- Turn to the back of the activity page. Ask students to look at and name the picture. Tell them to say the name again slowly, sound by sound, as they circle the sound picture for each sound. When they finish, they should write the word on the corresponding line. **TEKS K.2.B.ii**



### Activity Page 1.1: Spell the Sound

Collect Activity Page 1.1 to review at a later time to evaluate student performance.

### The Spellings ‘b’ and ‘d’



- Say the word *bed* several times and have students repeat after you.
- Ask what sound is heard first in *bed*.
- Once the sound /b/ has been identified, write the spelling ‘b’ on the board/chart paper.
- Next, ask students for the second sound in *bed*. Once the sound /e/ has been identified, write the spelling ‘e’ on the board/chart paper.
- Ask students for the final sound in *bed*. Once the sound /d/ has been identified, write the spelling ‘d’ on the board/chart paper.
- Point out that, not only do /b/ and /d/ sound similar, but the letters ‘b’ and ‘d’ that stand for these sounds look very similar. Both letters are written using a vertical line and a circle. For ‘b’, the circular stroke is to the right of the vertical line; for ‘d’ it is to the left of the line. Tell students you will teach them a trick to help them remember which sound picture goes with which sound.
- Tell students they will use their hands to make a “bed.”
- Help students position their hands as shown in the illustration.
- Demonstrate that your thumbs are the ends of the bed, and the part between your thumbs is flat so “someone can lie down.”



**TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



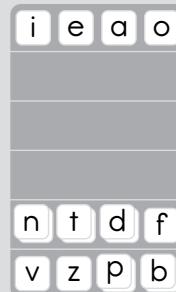
## STUDENT CHAINING (10 MIN.)

### TEKS K.2.B.iii

**Note:** This is the first time you will use Chaining Folders. The procedure and setup are similar to the procedure and setup for Pocket Chart Chaining. Please continue to use the teacher pocket chart while students are chaining words with their folders.

- Distribute a fully prepared Chaining Folder, complete with the Small Letter Cards listed in the Lesson at a Glance, to each student.
- Ask students to open the folder and compare it to the pocket chart; ask if they notice any similarities. (Students should recognize both the pocket chart and Chaining Folders have the same sound picture cards, with the vowels arranged at the top and consonants at the bottom.)
- Tell students you will do some chaining exercises on the pocket chart similar to the ones in previous lessons. Today, however, each student will use his or her own letter cards to chain words on his or her folder.
- Review each letter-sound correspondence by pointing to a letter on the pocket chart. Ask students to point to the same letter on their Chaining Folder and produce the sound for which the letter stands.
- Ask students to spell *bop* in the middle of their Chaining Folders, starting at the green star.
- Ask one student to come up to the pocket chart and spell *bop*, while the other students spell *bop* on their Chaining Folders.
- Circulate through the room, quickly scanning each student's folder.
- When students have spelled *bop* on their Chaining Folders, say, “If that is *bop*, show me *top*.”
- Ask students what letter sound makes the new word different from the old word (e.g., in *bop* > *top*, the ‘b’ represents the /b/ and the ‘t’ represents the /t/).
- Repeat for the remaining words in the chain.
- Complete the chaining.
- Once students have spelled the last word in the chain, have students return the Small Letter Cards to their slots.

### Pocket Chart Setup



### Support

There is a green star and a red dot in the center of the Chaining Folder. Green means go; the green star indicates where students should place the first spelling to start each word.

### Chaining Folder



**TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as *it* - *pit* - *tip* - *tap*.

## Support

After completing each chain, repeat word pairs and ask students to raise their hands if the words rhyme (i.e. have the same ending).

If the words do not rhyme, prompt students to provide rhyming words for one of the non-rhyming pairs by substituting a different beginning sound.

1. bop > top > tap > zap > nap > nab > dab
2. bat > bit > bet > bed > bid > bib > fib > fit



### Check for Understanding

As students chain words, ask students to give **Thumbs-Up/Thumbs-Down** if they agree with the spelling on the pocket chart. As you circulate through the room, carefully observe which students complete student chaining with minimal errors and which students may be struggling. It is important to provide immediate feedback when students make errors. If students are struggling, consider providing extra chaining practice in a small group setting.

End Lesson

## Take-Home Material

### CONNECT IT

#### Activity Page 1.2



- Have students give Activity Page 1.2 to a family member.