

# Lesson 17

Basic Code

## ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment words into phonemes by tapping one finger for each phoneme and then blend the phonemes together to form one-syllable words (RF.1.2d)
- ✓ Orally produce words with various vowel and consonant sounds by blending the sounds (RF.1.2b)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Read and write letter-sound correspondences 'sh' > /sh/ and 'ch' > /ch/ (RF.1.3a)
- ✓ Read and spell chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.1.3b)
- ✓ Identify common nouns that name a thing (L.1.1b)
- ✓ Read and write Tricky Words *to*, *do*, and *two* (RF.1.3g)

At a Glance	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Blending and Segmenting</b>		
	<b>Flip Book Review</b>	Consonant Flip Book; Spelling Cards for 'sh' > /sh/ ( <i>shop</i> ), 'ch' > /ch/ ( <i>chin</i> )	10
<b>Reviewing the Spellings</b>	<b>Digraphs</b>		5
	<b>Writing the Spellings</b>	pencils; Worksheet 17.1	15
<b>Grammar</b>	<b>Identifying Nouns</b>		10
<b>Chaining</b>	<b>Pocket Chart Chaining for Reading</b>	pocket chart; index cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 'd' (2), 's', 'p', 'h', 'ch', 'sh'	10
<b>Tricky Words</b>	<b>Tricky Word Cards</b>	marker; yellow index cards for <i>do</i> , <i>two</i>	10
<b>Take-Home Material</b>	<b>Tricky Word Practice</b>	Worksheet 17.2	*



Pocket Chart Setup

### Advance Preparation

Add to the letter cards you prepared in earlier lessons by writing the digraphs 'ch' and 'sh' on separate white index cards. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.

You will also need to write the words *do* and *two* on yellow index cards. Have the Tricky Word card *to* also ready for review.

### Note to Teacher

During this lesson, students will review the digraphs 'ch' and 'sh'. The term *digraph* refers to two letters that stand for a single sound. Students do not need to know the term *digraph*, but it is crucial that they understand that a letter can stand for a single sound all by itself or it can work with a second letter as part of a "letter team," where two letters represent a single sound.

## Warm-Up

10 minutes

For blending



For segmenting



### Blending and Segmenting

- Follow the instructions in Lesson 1.

1. fun (3)	/f/ /u/ /n/	5. hand (4)	/h/ /a/ /n/ /d/
2. pit (3)	/p/ /i/ /t/	6. green (4)	/g/ /r/ /ee/ /n/
3. stay (3)	/s/ /t/ /ae/	7. looks (4)	/l/ /oo/ /k/ /s/
4. soak (3)	/s/ /oe/ /k/	8. creek (4)	/k/ /r/ /ee/ /k/

### Flip Book Review

- Before beginning this exercise, get out and display the Consonant Flip Book within view of all students; also have the two Spelling Cards listed in the At a Glance chart readily available.
- Show students the /ch/ Spelling Card with the 'ch' — *chin* side facing students. Point to the 'ch' and ask students to name the letter. Then read the word *chin* and remind them that the letters 'ch' are used to spell and write /ch/ in English words.
- Point out the power bar below the spelling 'ch' and remind students that this bar indicates how common each spelling is. Ask students whether they think the letters 'ch' are a very common spelling or a less common spelling for /ch/. (very common)
- Turn to **Consonant Flip Book page 7** and point to the "sound bubble" for /ch/ on the page, and then point to the outline for the Spelling Card, placing the 'ch' Spelling Card for /ch/ on the appropriate place on the Flip Book page.
- Repeat the above steps with consonant Spelling Card for /sh/, which can be found on the following page.

### Consonant Flip Book

- 'sh' > /sh/ (*shop*) Consonant Flip Book p. 24

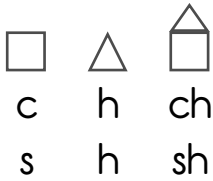
- Quickly review by showing the cards and having students say the sound represented on each card.

## Reviewing the Spellings

20 minutes

### Digraphs

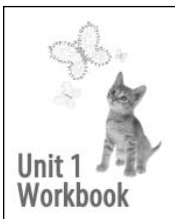
5 minutes



- Draw a square, a triangle, and a house (triangle on top of square) in a row on the board.
- Point to each shape and ask students what it is. (a square, a triangle, and a house)
- Explain to the class that a square by itself is just a square, and a triangle by itself is just a triangle, but a square with a triangle on top of it is something completely different: a house.
- Write a 'c' on the board underneath the square.
- Ask students what sound the letter 'c' stands for. (They should say /k/.)
- Write an 'h' on the board underneath the triangle.
- Ask students what sound the letter 'h' stands for. (They should say /h/.)
- Write the spelling 'ch' on the board underneath the house.
- Ask students what sound the spelling 'ch' stands for. (They should say /ch/.)
- Explain to the class that the letter 'c' by itself stands for the /k/ sound, and the letter 'h' by itself stands for the /h/ sound, but the letters 'c' and 'h' written together stand for a completely different sound: the /ch/ sound.
- Repeat this procedure for the digraph 'sh' as in *ship*.

### Writing the Spellings

15 minutes



Worksheet 17.1

- Distribute Worksheet 17.1.
- Tell students that you are going to show them how to write the sound /ch/ as in *chips*.
- Write a 'ch' on handwriting guidelines and describe what you are doing using the phrases below.
- Model writing the digraph two or three more times.
- Have students trace the digraph on the desk with a pointed finger.
- Have students trace and copy 'ch' on the worksheet.
- Encourage students to say the sound /ch/ each time that they write the digraph.

- Repeat the steps for 'sh'.



Start just below the dotted line.

1. most of a circle to the left (lift)

Start on the top line.

1. long line down
2. hump



Start just below the dotted line.

1. half circle to the left
2. half circle to the right (lift)

Start on the top line.

1. long line down
2. hump

- Have students look at the back of the worksheet.
- Read the words in the box at the top of the worksheet as a class. Circle the digraphs in each of the words.
- Name each of the items on the worksheet.
- Have students read the words in the box and write each word under its matching picture.

## Grammar

**10** minutes

### Identifying Nouns

**Note:** Today you will introduce nouns that name things.

- Tell students that they will learn more about nouns today. Ask students, "What is a noun?" (a part of speech that names a person) "Who can give me an example of a noun that names a person?"
- Say the phrase, "fast kid," and have students repeat it after you.
- Ask students which word in the phrase names a person. (*kid*)
- Explain that today they will learn about another type of noun.
- Tell students to listen carefully to the next phrase.
- Say, "blue house," have students repeat it, and ask, "Which word in the phrase names a thing?" (*house*)
- When students have given the correct answer, say, "The word *house* is a thing. A word that names a thing is also called a noun."

- Repeat with the following phrases.

- |               |               |
|---------------|---------------|
| 1. hand waves | 4. red pencil |
| 2. foot kicks | 5. fast car   |
| 3. head nods  |               |

- Remind students that a noun can be at the beginning of a phrase or at the end.
- Tell students to listen carefully to the following phrases and to tell you whether the noun is at the beginning or at the end of the phrase.

1. bird flies
2. fluffy cat

- Summarize by asking students what we call a part of speech that names a thing. (noun)

## Chaining

10 minutes

### Pocket Chart Chaining for Reading



Pocket Chart Setup

- Set up the pocket chart by placing the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o'.
- Arrange the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 'd' (2), 's', 'p', 'h', 'ch', 'sh'.
- Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'p', 'e', and 'n' cards to the center of the pocket chart to spell *pen*.
- Ask the class to read the word.
- Replace the 'e' card with the 'u' card and say to the class, "If that is *pen*, what is this?"
- Ask a student to read the word.
- Ask students which sound or letter you changed in the word *pen* to get the word *pun*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

1. pen > pun > sun > such > much > mud > mad > mash > smash
2. ship > shop > chop > chip > hip > dip > dish > dash > dad

**Tricky Word Cards**

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- Prepare yellow index cards for the following words: *do* and *two*.
- Tell students that they will learn two new Tricky Words today. They will also review a previous Tricky Word: *to*. Remind students that Tricky Words do not play by the rules, so we have to be extra careful when reading them.

**Tricky Word: Do**

- Show students the Tricky Word Card *do* and invite students to read it. (They might say /d/ /o/ or /d/ /oe/.)
- Write *do* on the board. Circle the letter ‘d’ and explain that it is pronounced /d/, as they would probably expect.
- Underline the letter ‘o’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/.
- Tell students that when reading *do*, they have to remember to pronounce the letter ‘o’ as /oo/.
- Tell students that when writing *do*, they have to remember to spell the /oo/ sound with the letter ‘o’.

**Tricky Word: Two**

- Show students the Tricky Word card *two* and ask how they would pronounce it by blending. (They may say /t/ /w/ /o/ (twah) or /t/ /w/ /oo/.)
- Explain that this word is actually pronounced /t/ /oo/.
- Explain that this word is how we write the number 2. Write “two = 2” on the board.
- Write *two* on the board. Circle the letter ‘t’ and explain that it is pronounced /t/, as students would probably expect.
- Underline the letter ‘w’ and explain that this is one tricky part of the word. They would probably expect this letter to be pronounced /w/, but in fact there is no /w/ sound in the word.
- Underline the letter ‘o’ and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/, as in *to*, *do*, and *who*.
- Tell students that when reading *two*, they have to remember to not pronounce the ‘w’ and to pronounce the letter ‘o’ as /oo/.
- Tell students that when writing *two*, they have to remember to spell the word ‘t’, ‘w’, ‘o’.

### Two and To

- Explain that students have now learned two very common words that are both pronounced /t/ /oo/.
- Write the words *two* and *to* on the board.
- Discuss what each word means and have students say sentences with the words.

### Practice

- Show one of the Tricky Word cards from today and have the class read it.
- Ask a student to use the word in a sentence.
- Practice each word at least three times.
- If time permits, you may continue with this exercise by pointing to words on the Tricky Word wall.

## Take-Home Material

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### Tricky Word Practice

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- Have students take Worksheet 17.2 home so they can practice reading and writing Tricky Words with a family member.

## Supplemental Materials

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If you have students who work quickly, give them the lists of words, chains, and phrases to read, dictate, copy, or illustrate. You can also have them write silly sentences or stories with the words. You may also use these lists in exercises that you choose from the Pausing Point.

Words with asterisks can be found on the Dolch and/or Fry Word List.

- Newly decodable words:

- |           |           |
|-----------|-----------|
| 1. much*  | 9. inch   |
| 2. such*  | 10. lunch |
| 3. wish*  | 11. rich  |
| 4. cash   | 12. rush  |
| 5. chest  | 13. ship  |
| 6. fish   | 14. shop  |
| 7. French | 15. shot  |
| 8. fresh  | 16. shut  |

- Chains:

1. bench > bunch > munch > much > mush > mash > lash > flash > flesh > fresh
2. shot > shut > shun > shin > ship > shop > chop > chomp > champ > chap

- Phrases and sentences:

- |                       |                   |
|-----------------------|-------------------|
| 1. an inch or two     | 7. two ships      |
| 2. have a dish        | 8. chop it up     |
| 3. fish in a pond     | 9. a cup of punch |
| 4. lots of cash       | 10. Who is it?    |
| 5. a rich man         | 11. Do it!        |
| 6. one box on a shelf |                   |

### ***Code Knowledge***

- Before today's lesson: If students read 1,000 words in a trade book, on average between 267 and 335 of those words would be completely decodable.
- After today's lesson: If students read 1,000 words in a trade book, on average between 277 and 335 of those words would be completely decodable.
- Students have now reviewed one way to write 27 of the 44 sounds in English.
- The sound /ch/ is the 35<sup>th</sup> most common sound.
- The sound /ch/ is spelled 'ch' approximately 70 percent of the time.
- The sound /sh/ is the 34<sup>th</sup> most common sound in English.
- The sound /sh/ is spelled 'sh' approximately 77 percent of the time.