Sound Spellings Lesson Set
**Lesson Guide: Introducing Sound-Spellings**

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

### Model
- **Watch/Listen**
  - Today we will learn a new spelling and sound. We will learn the spelling **B**.
  - **Watch/Listen:**
    - 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.

### Practice
- **Let’s try it/Your turn**
  - Let’s practice together:
    - 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. Repeat until students can name the card, spelling and sound.

### Closure
- **Review/Restate**
  - 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.

<table>
<thead>
<tr>
<th>Model</th>
<th>Watch/Listen</th>
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<tbody>
<tr>
<td>Today we will review the spelling and sound for b.</td>
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<tr>
<td>Watch/Listen:</td>
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<tr>
<td>o Show students the Clue Card for B b.</td>
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<tr>
<td>o This is the bear card. What’s the card? Bear</td>
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<tr>
<td>o The spelling is b. What’s the spelling? B</td>
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<tr>
<td>o The sound is /b/. What’s the sound? /b/</td>
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<tr>
<td>Repeat until students can name the card, spelling and sound.</td>
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<table>
<thead>
<tr>
<th>Practice</th>
<th>Let’s try it/Your turn</th>
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<tbody>
<tr>
<td>Let’s practice together:</td>
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<tr>
<td>o I am going to say some words. You will listen for words that start with the /b/ sound (refer to sound/spelling card).</td>
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<tr>
<td>o 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.</td>
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<tr>
<td>o 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.</td>
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<tr>
<td>Repeat with the words: ball, goat, bat, boy, fun, jug, bit, map, beg, bud</td>
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<tr>
<th>Closure</th>
<th>Review/Restate</th>
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<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>We practiced the bear card. What did we practice? The bear card. What is the spelling? b What is the sound? /b/</td>
<td></td>
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</tbody>
</table>

**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.

### Model

**Watch/Listen**
- Today we will practice reading words. We will say each sound and blend the sounds to read the word. Select the words to read from the Decodable Word List.
- **Watch/Listen:**
  - I will say each sound in the word, say all the sounds together and then read the word.
  - **Watch/listen:**
    - 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*.

### Practice

**Let’s try it/Your turn**
- Let’s practice together:
  - 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.
  - **Follow steps listed in the model with about 10 words (teacher discretion).**

### Closure

**Review/Restate**
- 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. 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.
- **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.