

Lesson 1: Short Vowel - Closed Syllable / CVC Review

Objectives

- To spell words using sound-spelling patterns and phonemic awareness
- To spell words with closed syllables

This week's words

rag	met	*its	cot	fun
bad	pen	lid	hop	jug

* indicates high-frequency words

Revise

- **Starter:** Share slide **1.1** and introduce *Say It, Stretch It, Sound It* process used to decode words. This three-step process should be used to model reading the word *sat*. Using a *phonics voice*, read the word by segmenting and blending each sound. **Note:** A *phonics voice* is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds (*mmm* not *muh*, etc.).
- Model how to add sound buttons to the word *sat* when sounding out each phoneme (*/s/, /a/, /t/*) and click to place a dot underneath each sound. How many sounds can the children hear? [three] Encourage them to hold up a finger for each sound.
- Continue to use the *Say It, Stretch It, Sound It* process and a *phonics voice* to read the remaining words. Ask the children how many sounds they can hear and where the sound buttons go in each word.
- Share answers and encourage them to hold up a finger for each sound where necessary.

Introduction

- **This Week's Words:** Show **1.2** and introduce this week's words.
 - Again, using a *phonics voice*, read through the words by segmenting and blending each word.
 - What do the words have in common? They all have a short vowel sound.
 - **Syllables:** Review that syllables are the sound chunks heard in words. Each sound chunk contains a vowel sound.
 - Ask children to hum each word, and explain that each hum will stand for a syllable. How many hums (syllables) are in each word? [one]

Main Teaching Input

- **Spelling Sort:** On slide **1.3**, ask the children to sort the spellings depending on their vowel sound.
- **Spelling Patterns:** Are there one or more consonants after the vowel? Do the words end in vowel sounds or consonant sounds?
 - Establish that each word is one syllable. Explain that when the vowel in a syllable is followed by, or *closed in by*, one or more consonants, it is called a closed syllable. Most of the time, the vowel will spell a short vowel sound.
 - Establish that all of these words are one-syllable, closed syllable words.
- **Sound It, Squash It, Say It, Scribe It:** Share slide **1.4** and introduce *Sound It, Squash It, Say It, Scribe It*. This four-step process should be used to help children in the independent phoneme mapping activity.
 - Model using the process to read and write *jug* as a class.
 - Click to model adding sound buttons, and ask students to write the word and add the sound buttons as well.
- **Phoneme Maps:** Show **1.5**. Ask the children to work with a partner/individually to write and add sound buttons to the following words: *rag*, *pen*, and *its*. Share answers and correct where necessary.
- Share **1.6** and ask children to independently map the phonemes for a selection of their words. Answers on **1.7**.

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Independent

Choose the activity which best matches the ability of the children in your class.

- **Simplify** - Using **1.8** and **1.9**, ask children to label the pictures to match this week's words. Inform children that an **s** has been added to the beginning of one of their words to create a new word (**sits**). Then choose one word to write in a sentence. Answers on **1.10** and **1.11**.
- **Expect** - Using **1.12**, invite the children to choose a missing word from today's list to complete the first two sentences. Then write three of their own sentences, using three different words from this week's word list. Answers on **1.13**.

Consolidation / Reinforcement

→ Share **1.14-1.23**, read the sentences, and ask children to write the missing word on their whiteboards.

Optional Independent Extended Learning Ideas

Paint Words

Add some paint to a zip-lock bag. Children use a cotton bud (or similar pointy-ended instrument) to practice writing the sound and/or words. Words could be provided for practice if necessary.

Magnetic Words

Children use magnetic letters and/or the Digital Letter Tile tool to spell the words from the word list.