


**Lesson
1**
Consonants and Vowels

- 2.2(A)** Demonstrate phonological awareness by:
- (i) producing a series of rhyming words;
 - (ii) distinguishing between long and short vowel sounds in one-syllable and multisyllabic words;
 - (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;
 - (iv) manipulating phonemes within base words.
- 2.2(B)** Demonstrate and apply phonetic knowledge by:
- (vii) identifying and reading high-frequency words from a research-based list.
- 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.


Introduction
Real-World Connection

Katy's teacher told the students they were going to be writing a poem in class. Katy wondered what type of poem she would write. Would it be about birds, toys, or family? Katy also wondered how she would make her poem sound like one she read in her book.

In this lesson, you will find out how to make words rhyme. You will also learn how consonants and vowels work. Then, at the end of the lesson, we will visit Katy and her poem again.

Words to Know

decode
vowel
consonant

What I Am Going to Learn

- Make words that rhyme.
- Know the difference between long and short vowel sounds.
- Know how a sound change in a word can make a new word.
- Pronounce sounds in base words.
- Recognize and read frequently used words.
- Read with the right speed, accuracy, and sound.

What I May Already Know 1.2(A)(i), 1.2(A)(iii), 1.2(A)(iv), 1.2(A)(vi), 1.2(B)(vi), 1.4

- I know how to make words rhyme.
- I know the difference between long and short vowel sounds.
- I know how to blend letters together to make new sounds.
- I know how to pronounce sounds in base words.
- I can recognize and read at least 100 common words.
- I can read fluently and accurately.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Sight Words

There are words that you know on sight. You see them so often you just know them. When you read them, you do not have to **decode**, or sound them out, to pronounce them. Here are some words you see all the time.

the	a	you	he	we	cat
but	get	much	was	any	dog

Decoding Words

There are other words you do not know on sight. When you read them, you *do* have to decode them. Here is how to decode a word.

- Link the sounds to the letters.
- Say the word aloud.

When you sound out the word and hear it out loud, you may find you already know it.

Turn and Talk

Turn and talk to your partner about how to stretch the sounds in a word out, to hear each sound in a word. Try a few.

/c/-/a/-/t/ = cat

/r/-/u/-/n/ = run

Vowels

Vowel sounds are spelled with the letters *a*, *e*, *i*, *o*, and *u*. Sometimes *y* also acts like a vowel. For example, *y* acts like a vowel in the words *cry*, *gym*, or *my*.

A vowel can have a short sound or a long sound.

Vowel	Short	Long
a	bag	make
e	peg	redo
i	bit	sigh
o	hop	rope
u	rug	flute

In many words, two or more vowels work together to spell one vowel sound. Often, but not always, the first vowel makes the long sound and the other vowels are silent.

ai, ay	bait, day
ee	seem, agree
ie	lie, cried
oa, ow	oak, glow
ue	blue, clue

Sometimes, two vowels can work together to create a special sound.

Letters	Sound	Words
oi, oy	/oi/	oil, toy
ou	/ou/	loud, sound

Rhyming Words

Rhyming words are words that have the same ending sounds.

coat	pig	like	word
↓	↓	↓	↓
goat	wig	bike	bird

To figure out if two words rhyme, say the words. Do they sound the same at the end? Say the words *cat* and *hat*. They have the same endings, so they rhyme. Say the words *cat* and *man*. They do not have the same endings, so they do not rhyme.

Sometimes you can make a whole list of rhyming words just by changing one letter. Read the list of words.

cat
hat
mat
rat
fat

Consonants

A **consonant** is any letter that is not a vowel. The consonants are the letters *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, and z*. Sometimes *y* also acts as a consonant. It acts like a consonant in the words *yard, yarn, and beyond*. Most of the letters of the alphabet are consonants.

Each consonant has its own sound. The sound is the same no matter where the letter appears in the word.

p ull	bl im p
r ead	r erun
b all	b aby

Sometimes, two or three consonants appear together. When you read them, you blend together the individual sounds.

cl	cl own	cl o se t
spl	spl ash	spl it
spr	spr ing	spr ay
thr	thr ew	thr ee

Sometimes, two consonants work together to form a new sound.

ng	ng ring	ng clang
ck	ck click	ck duck
ph	ph oto	ph ograph



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

The Country Mouse

by *Djeema Jensen*

Once there was a curious boy
Who was absolutely filled with joy.
One day not far from his orange house
He met a little country mouse.

5 The country mouse was eating hay
But the curious boy wanted him to play.
The boy was very quick to say:
“Oh, please little mouse
don’t be a louse.

10 Let’s have some fun
There’s no need to run.
Look! It’s going to rain
Let’s hide in the train
And look for treasure

15 In this cloudy weather.”

To which the mouse replied:
“Oh, my, my dear boy
That train is such a tiny toy!
Perhaps you’d rather sail

20 Across that giant yellow pail!
And maybe we’ll find a silly snail
Who’ll tell us a fantastic tale.”
Well, the boy and the mouse
Now live in the house



Guided Questions

Read lines 1 and 2.
Highlight the words that
have the same vowel
sound as *point*.

What word in line 4
contains the letters *ou*,
but has a different vowel
sound than *house*?

Highlight the word *quick*
in line 7. What is a word
that rhymes with *quick*?

Highlight the word
rain in line 12. Then
highlight the word in the
next line with the same
vowel sound. Write two
words that have the
same long /a/ sound.

Highlight the words with
the same vowel sound
in lines 17 and 18.

25 And every day they go out to play
 In the giant pail with the tiny snail
 Who is very good at spinning a tale.

Guided Questions

Read the last two lines.
 Highlight the words that
 have a long /a/ sound.

Critical Thinking


1. Read the words from the story.

hay	play	day
-----	------	-----

What do they have in common?



2. The word *spring* ends with an *-ng* sound. Think of another word that ends with an *-ng* sound. Write it below.



3. With a partner, play a rhyming game. Give your partner a word, and have your partner tell you a word that rhymes. Take turns asking each other to find words that rhyme. Write your rhyming words below.

How Am I Doing?

- ★ What questions do you have?

- ★ Use two rhyming words in a sentence.

- ★ Color in the traffic signal that shows how you are doing with the skill.



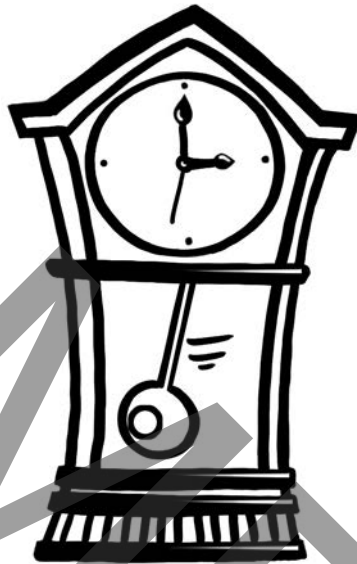


Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Time Flies



- 1 “Tick-tock, tick-tock.” Grandfather Clock had counted the hours and minutes for too many years.
- 2 He had stayed on task even when a mouse ran up his side each night as he struck 12 o’clock and down when he struck 1 o’clock. One day, the mouse ran away.
- 3 “Good-bye!” the mouse squeaked.
- 4 Grandfather knew better than to feel sad at these times.
- 5 “Water under the bridge,” he said. “Change in the air.”
- 6 Grandfather Clock had an airplane ticket rolled up inside his chimes.
- 7 “Ha-ha,” Grandfather Clock laughed. “We’re going to see time fly. Get it? Time fly!”

1 Which rhymes with had in paragraph 1?

- A Hid
- B Sad
- C Said
- D Hide

2 How are the words mouse and “house” related to each other?

- F They have the same endings.
- G They have the same consonants.
- H They have different vowels.
- J They have the same beginnings.

3 Read paragraph 4.

Grandfather knew better than to feel sad at these times.

What is the connection between the words than and sad?

- A They both have vowel sounds that have more than one syllable.
- B They both have vowel blends.
- C They both have long vowel sounds.
- D They both have short vowel sounds.

4 If you take away the -ed in the word laughed, what word do you make?

- F Laughs
- G Laughe
- H Laughd
- J Laugh

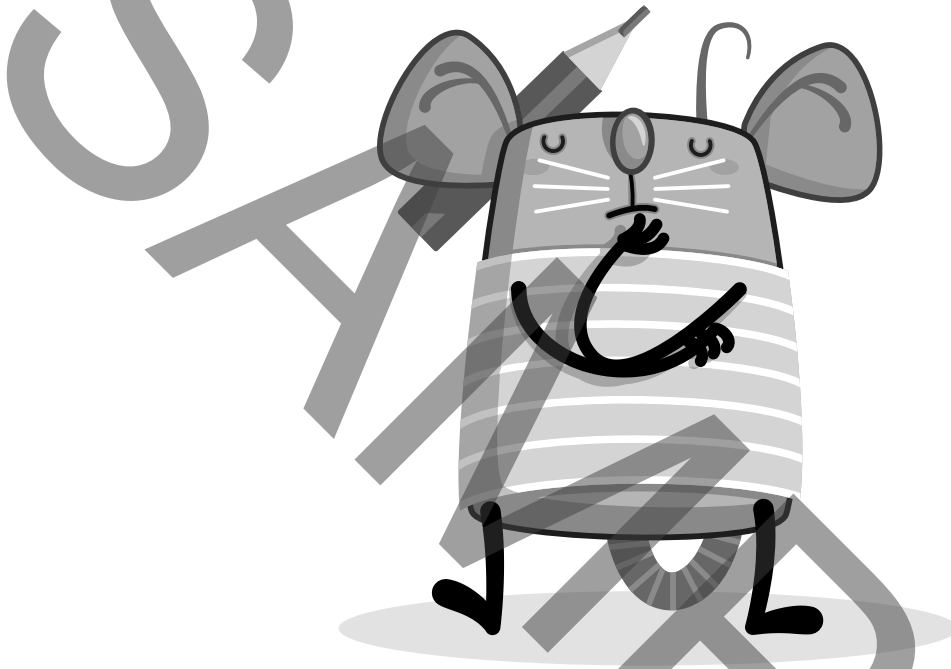
★ **Assessment**

Choose the best answer to each question.

- 1 The consonant blend at the beginning of struck in paragraph 2 is the same as in —
- A stream
 - B stay
 - C silver
 - D shrimp
- 2 How are the words times and chimes related?
- F They have the same consonants.
 - G They rhyme with each other.
 - H They do not have any silent letters.
 - J They sound different.
- 3 If you change the letter /t/ in time to the letter /d/, what new word do you have?
- A Tim
 - B Times
 - C Dimes
 - D Dime
- 4 Compare the sentences from the selection. Which one has the sight words correctly underlined?
- F "Tick-tock, tick-tock."
 - G One day, the mouse ran away.
 - H "Change in the air."
 - J "We're going to see time fly."

**Exit Ticket**

Now you understand how words rhyme, you can tell the difference between long and short vowel sounds, and you know how to change a letter or sound in a word to make a new word. Let's revisit Katy and her poem from the Real-World Connection.



Katy's teacher taught the class how to make words rhyme and change letters in words to make new words. Help Katy complete the poem below by adding words that rhyme.

There once was a little _____.

Where there lived a little _____.

He ran up and down the _____.

And then he bounced a _____.