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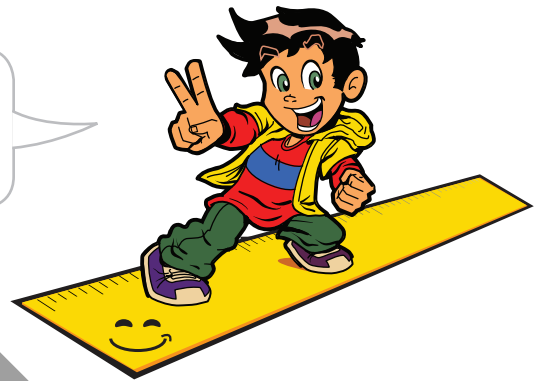
Lesson 4 Word Parts

Introduction

What Will I Learn?

- What are word parts?
- How can I find word parts?
- How can I change word parts to make new words?

Word parts are the sounds in a word.
Finding word parts helps you to read!



Break Down the Skills

Some words have three parts. The beginning and ending sounds are **consonants**. The middle sound is a **vowel**. The letters **a**, **e**, **i**, **o**, and **u** are vowels. All the other letters are consonants.

The middle part of a word can have a **long vowel** sound or a **short vowel** sound. A long vowel says its name. A short vowel does not.

The vowels are a, e, i, o and u. A consonant is any letter of the alphabet that is not a vowel.

Short Vowel Sound



run

Long Vowel Sound



feet



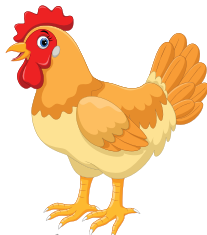
With your teacher, say the sound of each word part. Then **blend** the sounds. Slide them together to make a word. Listen for the vowel sound in the middle.



r u g



b e e t



h e n



d i m e

You can change the beginning, middle, or ending sound in a word to make a new word.

Say and blend the sounds in **game** and **name**. Finish the last word by changing the first letter to an **s**. Then say the word.

g a m e **n a m e** **_____ a m e**

Say and blend the sounds in **bit** and **bin**. Finish the last word by changing the last letter to a **g**. Then say the word.

b i t **b i n** **b i _____**

There are two ways to change the middle sound. You can use a different vowel. You can also make the vowel long or short.

Say and blend the words **pod**, **pad**, and **paid**. Listen for the different vowel sounds in the middle.

p o d **p a d** **p a i d**

Now circle the word with a long vowel sound.

You can change the beginning, middle, or end sound of a word to make a new word.



Guided Instruction

10



___ e n

___ a t

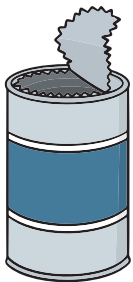
___ o g



r ___ k e

c ___ p

p ___ n



c a n



c a ___

Guided Questions

Fill in the missing first consonant. Say and blend the letter sounds.

Fill in the missing middle vowel. Say and blend the letter sounds.

Say the name of each picture. Listen to the word parts.

Change the last letter to write the new word.

Now, write a new word by adding a different consonant at the end.

- 1 Say the word **dip**. Change the ending sound to **g** to make a new word.

- 2 What long vowel sound is in the middle of the word **hope**?

Listen for the sound in each word part.



Independent Practice

Answer the questions that follow.

Practice 1

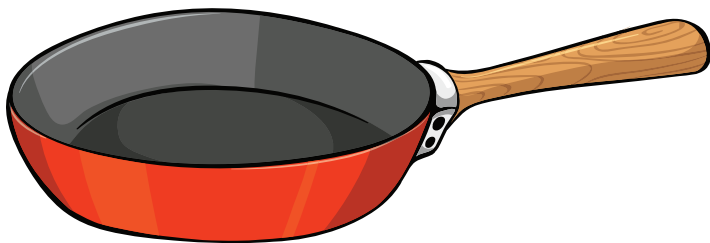
1 Circle the word with the same ending sound as the word **jam**.

- A joke
 - B bed
 - C team
 - D mop
-

2 Circle the words with the same beginning sound.

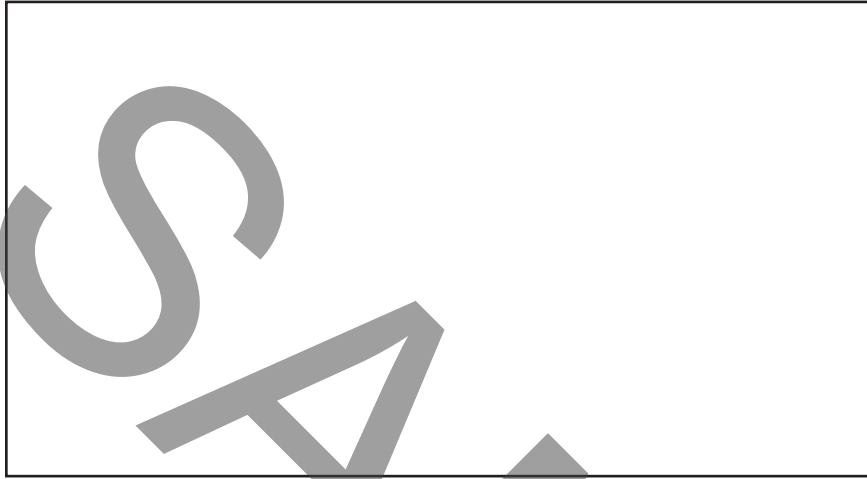
lap **dip** **like** **kid** **map**

3 Write the missing vowel in the middle of the word.



p _____ n

- 4 Draw a picture of something with the same beginning sound as **fix**.



Think of words that begin with the letter **f**.



- 5 Which words have a long vowel sound?

bake **dip** **fan** **soap**

Practice 2

- 1 Circle the pictures with the same middle sound as **home**.



Listen for beginning, middle, and ending sounds.



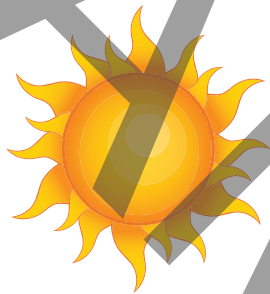
- 2 Underline the words that have the same beginning sound.

bike **fit** **read** **sub** **bead**

3 Which words have the same ending sound?

- A pop and sip
 - B seam and sip
 - C pole and pop
 - D stick and keep
-

4 Write the missing letters from the end of the word.



s _ _ _

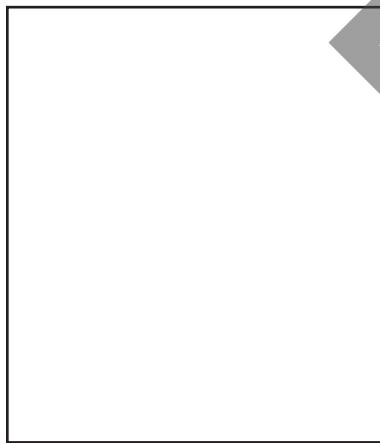
Look at the picture. Say its name. Listen to the word parts.



5 Change the first letter in **fox** to **b**. Draw a picture of the new word.



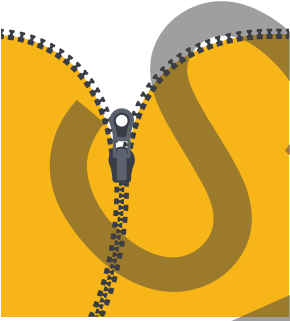
fox



_ o x

Exit Ticket

Look at the pictures and say their names. Write the missing part of each word.



___ i p



g ___ m e



b ___ g



___ a i l

TEACHER GUIDE

Lesson 4 Word Parts

At-a-Glance

| Learning Objectives | Why Students May Struggle | | | |
|---|--|------------|-------------|-------|
| <ul style="list-style-type: none">Isolate and pronounce initial, medial, and final sounds in single-syllable words.Change letters to make new words. | Students may struggle with understanding the difference between a word part and a syllable. Help them to understand that syllables contain at least one vowel. | | | |
| Academic Vocabulary | | | | |
| consonant | vowel | long vowel | short vowel | blend |

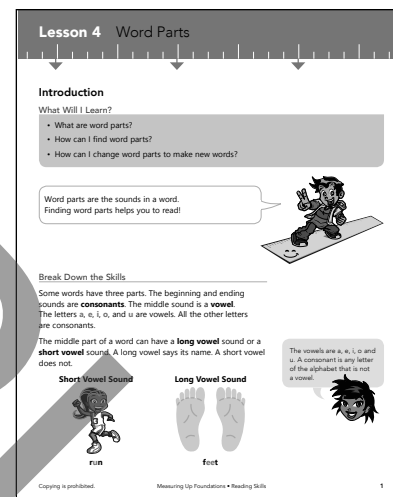
WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Before the lesson, remind students that consonants and vowels are letters that make sounds. Putting sounds together make words.
- Remind students that they can count the sounds and syllables in a word. Write the word *met* on the board. Have students stretch out the word to say each sound: *mmmm-eeee-tttt*. Have student hold up their fingers to show the number of sounds in the word. (three)
- Next, ask students to say the word *met* and clap to show how many syllables are in each word. (one)

EXPLICIT INSTRUCTION

- Explain to students that word parts can help them read words. Tell them that these parts are sounds in a word.
- Explain to students that some words have three parts and sounds. They can have a consonant at each end and a vowel in the middle.
- Write some CVC words on the board and ask volunteers to circle the vowel in the middle.
- Have students identify the consonant and vowel in the CVC word *met*. Remind them that vowels can sometimes make a short sound and other times make a long sound. Then model erasing the *e* and replacing it with *ee*. Blend and read the word *meet*, then ask students what the new vowel sound is. (long *e*)
- Say *meet* and ask students how many syllables they hear. (one)
- Explain that both *met* and *meet* have one syllable. However, adding an extra vowel changed the short vowel *e* in *met* to long vowel *e* in *meet*. Point out that when they change the letters in words they can change the meaning and the sound of the word.



Differentiate for Struggling Readers and English Learners

Have partners or small groups create a Word Parts poster. Paste pictures for some common CVC words and have students identify the parts in each word.

BREAK DOWN THE SKILLS

TEACH ACADEMIC VOCABULARY

- Remind students that words are made up of **consonants** and **vowels**. Display an alphabet chart and point out the vowels *a*, *e*, *i*, *o*, and *u*. Explain that the rest of the letters of the alphabet are consonants.
- Direct students' attention to the word *run*. Explain that there are two consonants and one vowel in the word. All together there are three sounds in this word: /r/ /u/ /n/, *run*.
- Long vowels** are vowels that say their name. The *e* and *e* in the word *feet* make the long *e* sound.
- Short vowels** are vowels that make a short sound. The *u* in the word *run* is a short vowel. It does not say its name.
- When they read, they **blend** word parts together. They slide the parts together to say the word.
- Have students look at the four pictures in the text (*rug*, *beet*, *hen*, *dime*). Help students first identify how many sounds are in each word and then blend the sounds together.
- Draw students' attention to the word *game*. Explain to students that they can change parts of a word to make a new word. For instance, if they change the beginning sound in the word *game* to begin with *n*, they can make the new word *name*. Ask what word is formed when they change the *n* to *s*. (*same*)
- Repeat with the words *bit*, *bin*, *big*.
- Explain that they can also change vowels in a word to make a new word. They can change one short vowel sound to another. They can also add vowels to make long vowel sounds. Model with *pod*, *pad*, *paid*.
- If time allows, have students complete the On Your Own chart at the end of these notes.

Lesson 4 Word Parts

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Break Down the Skills

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The middle part of a word can have a **long vowel** sound or a **short vowel** sound. A long vowel says its name. A short vowel does not.

The vowels are *a*, *e*, *i*, *o*, and *u*. A consonant is any letter of the alphabet that is not a vowel.

Short Vowel Sound **Long Vowel Sound**

run *feet*

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Lesson 4 Word Parts

With your teacher, say the sound of each word part. Then **blend** the sounds. Slide them together to make a word. Listen for the vowel sound in the middle.

rug *beet* *hen* *dime*

You can change the beginning, middle, or ending sound in a word to make a new word.

Say and blend the sounds in *game* and *name*. Finish the last word by changing the first letter to an *s*. Then say the word.

game *name* *same*

Say and blend the sounds in *bit* and *bin*. Finish the last word by changing the last letter to a *g*. Then say the word.

bit *bin* *big*

There are two ways to change the middle sound. You can use a different vowel. You can also make the vowel long or short.

Say and blend the words *pod*, *pad*, and *paid*. Listen for the different vowel sounds in the middle.

pod *pad* *paid*

Now circle the word with a long vowel sound.

2 Level C Copying is prohibited.

Differentiate for Struggling Readers

Review beginning sounds with students. Write word family endings such as *-ap*, *-ot*, and *-op* on index cards with a blank for the initial sound. Ask students to come up with different beginning sounds to make a word with the ending.

Differentiate for English Learners

Write CVC words on the board with an underline for the medial vowel, such as *s_t*, *d_d*, and *h_p*. Fill in the vowel and have the students blend the word with you: /s/ /i/ /t/, *sit*. Ask students what vowel sound they hear. (short i, /i/) Then erase the medial vowel and change it to a new vowel that makes a word with the consonant letters, such as *e*. Have students blend and say the new word and ask what vowel sound they hear.

GUIDED INSTRUCTION**First Read**

- Direct students to follow along as you read each row of words.

Second Read



- Point to the first picture of the number 10. Ask students to identify the beginning consonant of the word. (*t*) Repeat for the other pictures in the row.
- Direct students to the picture of the rake on the next line. Have students say the word with you and listen for the vowel sound they hear. Have them write the long vowel sound on the line. (*a*) Repeat for the pictures of the cup and pin.
- Have students look at the picture of the can. Ask them to look at the final consonant in the word. Have students listen as you say the words *can* and *cat*. Ask students what letter changed as the final consonant. (*t*)

Guided Reading Questions


- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

Chapter 1 • Phonological Awareness


Guided Instruction

10  

 e n a t o g

r k e c p p i n

c a n → c a t

Guided Questions

Fill in the missing first consonant. Say and blend the letter sounds.

Fill in the missing middle vowel. Say and blend the letter sounds.

Say the name of each picture. Listen to the word parts. Change the last letter to write the new word.

Now, write a new word by adding a different consonant at the end.

car *can* *cab*

1 Say the word *tip*. Change the ending sound to *g* to make a new word.
tip

2 What long vowel sound is in the middle of the word *hope*?
oo

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Differentiate for Struggling Readers and English Learners

Label the room with the different vowels. Say different CVC and one-syllable long vowel words and have students walk to the part of the room that is labeled with the vowel in the word.

INDEPENDENT PRACTICE

Practice 1 Questions

- Read the directions and answer choices aloud as students select the answers. Review the answers.


Lesson 4 • Word Parts

Independent Practice
Answer the questions that follow.

Practice 1

1. Circle the word with the same ending sound as the word jam.
 A joke
 B bed
 C ham
 D mop

2. Circle the words with the same beginning sound.
 lap dip like kid map

3. Write the missing vowel in the middle of the word.

 p _ _ n


4
Level C
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Lesson 4 • Phonological Awareness

4. Draw a picture of something with the same beginning sound as fix.
 Drawings will vary.
 Think of words that begin with the letter f.

5. Which words have a long vowel sound?
 bake dip fan soap

Practice 2

1. Circle the pictures with the same middle sound as home.

 Listen for beginning, middle, and ending sounds.

2. Underline the words that have the same beginning sound.
 bike fit read sub bead

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Practice 2 Questions


- Ask students to read the directions and select the answers independently. Review the answers.

Lesson 4 • Phonological Awareness

4. Draw a picture of something with the same beginning sound as fix.
 Drawings will vary.
 Think of words that begin with the letter f.

5. Which words have a long vowel sound?
 bake dip fan soap

Practice 2


1. Circle the pictures with the same middle sound as home.

 Listen for beginning, middle, and ending sounds.


2. Underline the words that have the same beginning sound.
 bike fit read sub bead

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Lesson 4 • Word Parts

1. Which words have the same ending sound?
 A pop and sip
 B seam and sip
 C pole and pop
 D stick and keep

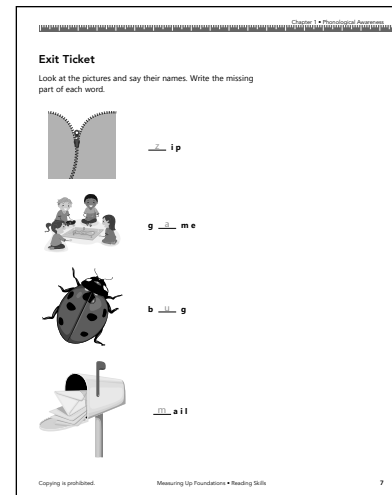
2. Write the missing letters from the end of the word.

 s _ _ n

3. Change the first letter in fox to b. Draw a picture of the new word.

 fox
 drawing should show a box
 b _ _ o x

4
Level C
Copying is prohibited.

EXIT TICKET

- Have students fill in the Exit Ticket at the end of class. Tell them to look at the pictures and say their names. Then tell them to write the missing letter of the word on the line.



ADDITIONAL SUPPORT

SUPPORT FOR STRUGGLING LEARNERS

- Have students come up with different word parts for a word. They can change either the initial, middle, or final letter. For example, if the word is *bit*, they can begin by changing the vowel to make the word *bat*, and they can change the beginning letter to make the word *fit*.
- Provide students with magnetic letters. Have them add initial consonants to word families to make new words.
- Call out various one-syllable words, including words with blends and long vowels. Have students jump to show the number of word parts in each word.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Allow small groups of students to find the missing word part in each word of the Exit Ticket. Provide students with a copy of the alphabet chart to use.
- Provide students with vowel cards or tiles. Hold up a CVC word with the vowel missing. Ask students to hold up a vowel that fits in the word. Some words will have more than one vowel that completes the word.
- Make a list of pattern words that have the same beginning and ending sounds, but different vowels. Write the list on the board, putting blanks in the middle for the missing vowels. An example list would be *sat, set, sit* or *male, mile, mole, mule*. Have students see how many they can find by substituting in different vowel sounds. Then encourage students to replace the beginning or ending sounds.

EXTENSION ACTIVITIES

- Give a small group of students an index card with a starter word such as *bit*. Have them pass the card around, changing or adding one letter each time to make a new word. Challenge them to see how many words they can make.
- Give students pairs of cards that add or change one letter to make a new word, such as *bit/bite, sit/sat, rat/rate*. Have the students play a game with the cards. Students take turns turning over two cards. Words that add or change one letter to make a new word are a match. If the cards match, the student picks up the cards, keeps them, and goes again. If they do not match, the student turns the cards back over.

Name _____

Date _____

On Your Own

Use each letter in the first column. Write a word beginning with the letter, that has a short vowel sound in the second column. Write a word beginning with the letter, that has a long vowel sound in the last column.

| On My Own | | |
|-----------|------------------|-----------------|
| Letter | Short Vowel Word | Long Vowel Word |
| b | | |
| h | | |
| l | | |
| m | | |
| t | | |