

# Decode and Spell CVC Words: Short *i*, Consonants *Cc/k/*, *Pp/p/*, *Nn/n/*

# 2

## Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

## Building Literacy

Phonics instruction helps children learn and use the alphabetic principle—the relationship between written letters and spoken sounds. In this lesson:

- Children learn the sound-spellings of *c*, *p*, and *n*, three of the most commonly used consonants in English.
- Children learn short *i*. Combined with the three consonants and previously learned consonants, this vowel allows them to decode many CVC words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

cow	sit
pie	nut
nose	cap
cup	pot
sun	fin
inch	cut
lid	man
nap	pin
pan	cat
pig	can
map	sip



### ENGLISH LANGUAGE LEARNERS

The English sound short *i* does not exist in many languages. Instead, the letter *i* may be pronounced like a long *e* in some languages. To help children produce the right sound, display the picture for *inch* and say *i-i-i inch*. Have children repeat after you.



## show me

Have children look at their Targeted Lessons Student Book, p. 4. Have them name the three letters that they see at the top of the page. Remind children that the uppercase and lowercase letters *Cc*, *Pp*, and *Nn* are consonants.

Next, have children name the letter at the bottom of the page. Remind them that uppercase *I* and lowercase *i* are vowels. **Today you will learn how to spell the sounds /k/, /p/, /n/, and /i/.**

Uppercase and lowercase *Cc* can spell the sound /k/. The first picture under *Cc* is a cow. What is the first sound in *cow*? (/k/) The letter *c* spells the sound /k/. Have children write *c* in front of the cow.

Continue the activity with *Pp/p/* and *Nn/n/*, having students identify the sound /p/ spelled *p* at the beginning of *pie* and the sound /n/ spelled *n* at the beginning of *nose*.

Now look at the cup. What sound do you hear at the end of *cup*? (/p/) What letter spells the sound /p/? (*p*) Point out that *pie* starts with the sound /p/ spelled *p* and *cup* ends with the sound /p/ spelled *p*. Have children write *p* after the cup.

Continue the activity with *Nn/n/*, having students identify the sound /n/ spelled *n* at the end of *sun*.

Uppercase and lowercase *Ii* can spell two sounds, the sound /i/ as in *ice* and the sound /i/ as in *inch*. We're going to learn more about the sound /i/. Point out that in the word *inch*, the sound /i/ is spelled *i* and is at the beginning of the word. Have children write *i* in front of the ruler showing an inch. Segment the sounds in *lid*: /l/ /i/ /d/. Point out that the sound /i/ is in the middle of the word *lid*. Have children write *i* on the line to spell the word *lid*.

### SPELLING PATTERNS

**c/k/** The sound /k/ may be spelled *c*, *k*, or *ck*.

**p/p/** The sound /p/ is always spelled *p*.


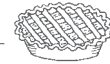

**n/n/** The sound /n/ is usually spelled *n*.

**i/i/** The sound /i/ is usually spelled *i* at the beginning or in the middle of a word.



## Decode and Spell CVC Words: Short *i*, Consonants *Cc/k/*, *Pp/p/*, *Nn/n/*

### show me


Name each picture. Write the letter that spells the first sound in each word.

Cc	Pp	Nn
 <u>c</u>	 <u>p</u>	 <u>n</u>

Write the letter that spells the last sound in each word.

Pp	Nn
 <u>p</u>	 <u>n</u>

Write the letter that spells the vowel sound.

Ii	Ii
 <u>i</u>	 <u>i</u>

➤ **guide me**

Have children look at their Targeted Lessons Student Book, p. 5. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the missing letter in each word.)

The first picture is a girl taking a nap. Let's say the sounds in *nap*. I'll go first and then you can say the sounds after me: /n/ /a/ /p/, *nap*. Have children repeat the segmented sounds and then blend the sounds to say the word. The first letter is missing. What is the first sound in *nap*? (/n/) What letter spells the sound /n/? (n)

The next picture is of a pan. Let's say the sounds in *pan*. Say the segmented sounds in *pan* and then have children repeat the sounds after you: /p/ /a/ /n/, *pan*. Then have children blend the sounds to say the word. The first letter is missing. What is the first sound in *pan*? (/p/) What letter spells the sound /p/? (p)

The last picture is of a pig. Let's say the sounds in *pig*. Say the segmented sounds in *pig* and then have children repeat the sounds after you: /p/ /i/ /g/, *pig*. Then have children blend the sounds to say the word. The middle letter is missing. What is the middle sound in *pig*? (/i/) What letter spells the sound /i/? (i)




➤ **work time**

Have children name the pictures: *map, sit, nut, cap, pot, fin, cut, man, pin*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter that spells the missing sound. For the last item, have children write the letters to spell the whole word. (*pin*)

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➤ **guide me**

Name each picture. Fill in the blank with the missing c, p, n, or i.

 n a p	 p a n	 p i g
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➤ **work time**

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.

1.  m a p	2.  s i t	3.  n u t
4.  c a p	5.  p o t	6.  f i n
7.  c u t	8.  m a n	9.  p i n

PHONICS AND SPELLING 5

## guide me

**High-Frequency Words** Have children point to the two words at the top of p. 6 of the Targeted Lessons Student Book. Remind them that there are some words that they can't sound out. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *look*. *This word is look. What is the meaning of look?* (to turn your attention to) Have children repeat the word after you as they point to it. *The next word is the. We use this word a lot. Sometimes it is pronounced thee, but usually it is pronounced thuh.* Have children repeat the word after you as they point to it. Tell children that they will read the words *look* and *the* often as they read the story *Look at the Cat*.

## work time

**Decodable Text** Have children look at *Look at the Cat*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the sound /i/. (*it, sip, sit, Tim*) Have children point to and read the words with the sound /k/. (*cat, can*) Do the same for words with the sounds /p/ (*sip, nap*) and /n/. (*can, nap, on*)

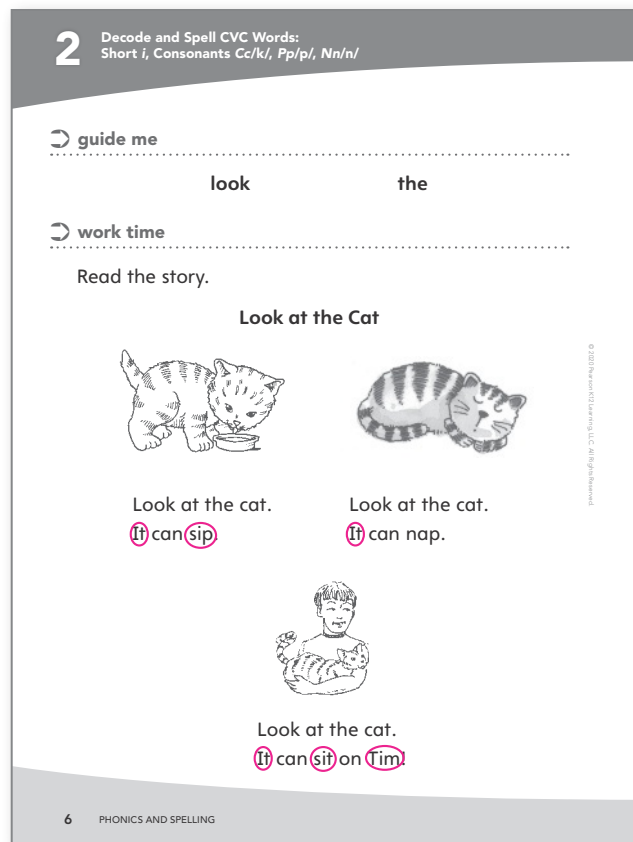
## check for understanding

Write the letter *i*. *What is the sound for this letter?* (/i/) Write the letter *n*. *What is the sound for this letter?* (/n/) Listen as I blend the sounds together: /i/ /n/, *in*. Blend the sounds with me: /i/ /n/, *in*. Blend the sounds without me. Add the letter *p* to the beginning of *in*. *What is the sound for this letter?* (/p/) Blend the sounds and say the word: *pin*. Write *nip*, blend the sounds, and then have children blend with you. Review the vowel sound *a/a/* and continue the activity with *can* and *pan* and then *cap* and *nap*. Make sure children identify the correct sounds for *c*, *p*, *n*, and *i*.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *nip*. What sounds do you hear in *nip*? (/n/ /i/ /p/) What is the letter that spells the sound /n/? (*n*) Write the letter *n* on your sheet of paper. What is the letter for the sound /i/? (*i*) Write the letter *i*. What is the letter for the sound /p/? (*p*) Write the letter *p*. Let's read the word: /n/ /i/ /p/, *nip*. You spell the word *nip* *n-i-p*. Continue with *pin*, *cap*, and *can*.

## reflect

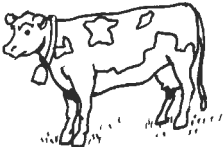
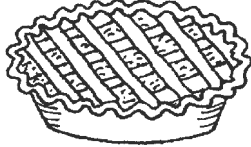

Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*




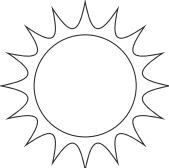
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➤ show me

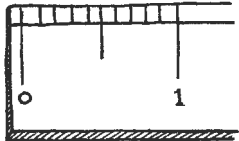
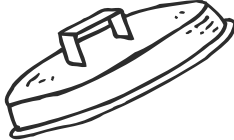
Name each picture. Write the letter that spells the first sound in each word.

Cc	Pp	Nn
		

Write the letter that spells the last sound in each word.



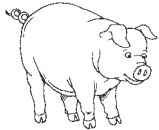
Pp	Nn
	

Write the letter that spells the vowel sound.

Ii	Ii
	




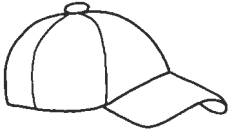

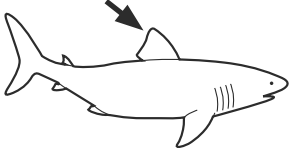


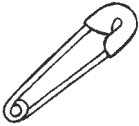
## ➤ guide me

Name each picture. Fill in the blank with the missing *c*, *p*, *n*, or *i*.

 __ a p	 __ a n	 p __ g
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## ➤ work time

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.

 1. m a __	 2. s __ t	 3. __ u t
 4. __ a p	 5. __ o t	 6. f __ n
 7. __ u t	 8. m a __	 9. ____

➤ guide me

.....

look

the

➤ work time

.....

Read the story.

### Look at the Cat



Look at the cat.  
It can sip.



Look at the cat.  
It can nap.



Look at the cat.  
It can sit on Tim!