

5 LESSON 5 – LETTER “I,” “T,” AND “P”

Student Reader Story

“TIP”



NOTE TO INSTRUCTOR:

From this point on, students will have a story to read for each lesson. The first story uses the three letters learned so far--“t” “i” “p.” Stories should be read each class period until mastered. They are sent home daily and assigned to be read to a parent and practiced at home. Treats or prizes may be used to encourage students to read their stories to their parents. Additionally, game cards with the words of the stories are in the CPR Game Pack Book 1 to be used for word mastery.

MATERIALS:

- 3-D alphabet letters
- Pull out the 3D letters “i,” “t,” “p” after doing alphabet activity to use later in the lesson
- Flashcards

LESSON OVERVIEW:

1. Complete an alphabet timed activity. Touch and say each 3D letter.
2. Separate vowels and consonants.
3. Review flashcards. Echo the name and sound(s) of each letter.
4. Teach the concept of syllables. Clap out syllables in spoken words.
5. Review closed and open syllables.
6. Make closed and open words with 3D letters: "t," "i," "p."
7. Sing the syllable song.
8. Read the story, "Tip."
9. Answer comprehension questions and review vocabulary.
10. Complete phonological awareness activity (see lesson).
11. Review open and closed syllables.
12. Practice spelling words from the story.
13. Summarize and affirm: Syllables are the number of vowel sounds in a word.
14. Reward students and complete the Letter Notebook activity.

NEW LEARNING:

Today we are going to learn about syllables. A syllable is another word for a vowel sound. What are our vowels? ("a," "e," "i," "o," "u," and sometimes "y.") *Write them on the whiteboard and sing the "Vowel Song" if needed.* Let's look at the word, "is." *(Write it on the whiteboard.)* How many vowels are in the word, "is"? (1) What is the vowel? (i) Let's clap the syllables or vowel sounds in the word, "is." *(Clap 1 time.)* Let's play a game and see if you can name how many syllables are in these words. Are you ready to clap? *(Students may also put their hands under chins and say the word and count how many times their chin hits their hands).*





- happy (2)
- tart (1)
- sad (1)
- rainbow (2)
- excited (3)



- operator (4)
- hopeful (2)
- microscope (3)
- telephone (3)
- syllables (3)

Great job on those syllables! You really have the beat! Now, for the second half of our lesson, we are going to review closed and open syllables. Let's take our 3D letters and spell the word, "tip." What letter is at the end of the word, "tip"? (p) Is the letter, "p," a vowel or a consonant? (consonant) Because there is a consonant letter after the vowel, it is a closed syllable. In a closed syllable, the vowel usually says its short vowel sound. The "i" says /i/ when it is followed by a consonant letter. Now let's say the word, "tip," again and this time let's make a fist for each consonant sound and open our hand up for each vowel sound. "T" (closed fist) "i" (open fist) "p" (closed fist). Look at your hand. Is it open or closed? (closed) Then is this an open syllable word or a closed syllable word? (closed)

(Take away the "t" and "p.") In the word, "I," is there a consonant at the end of the word? (no) The "I" says its name /I/ because no consonant comes after it. It is called an open syllable. Now use your hand. When you say the word, "I," is your hand open or closed? (It's open because it is just a vowel sound.)

Your hand is open so the word, "I," is an open syllable. "I" says its name because it is an open syllable. *(Put the "p" in front of the "i" and the "t" after it.)* Let's see what happens when we add the "p" and "t." Let's spell out the sounds with our hands. The letter "p," is a consonant so we make a fist; the letter, "i," is a vowel so we open our hand flat; the letter "t," is a consonant so we make a fist.

Now is your hand open or closed? (closed) Is the word, "pit," an open or closed syllable word? (closed) The vowel sound is short because it is a closed syllable word.





(Take away the “p” and move the “t” in front of the “i.”) Does the syllable “ti” have a consonant after the vowel? (no) Is the syllable “ti” an open or closed syllable? (open) How do we know? (Spell it with your fist and then open flat hand.) The vowel says its name in an open syllable. (Add the letter “p” to the end of the word, “tip.”) Is there a consonant blocking the vowel in the word, “tip”? (yes) What kind of syllable is the word “tip”? (a closed syllable, spell with hand if needed) What kind of vowel sound is in a closed syllable? (a short vowel sound) Let’s sing a song to help us remember the rules about open and closed syllables. We will sing it to the tune of “Mary Had a Little Lamb.”

CLOSED/OPEN SYLLABLE SONG

(Verse 1) In a clos-ed syllable, (Fists together)

Vowels are blocked, (Cross arms)

Vowels are blocked, (Cross arms)

In a clos-ed syllable, (Fists together)

Vowels are blocked by consonants.



In an open syllable, (Open wide arms)

Vowels aren’t blocked, (Shake head no)

Vowels aren’t blocked, (Shake head no)

In an open syllable, (Open wide arms)

Vowels aren’t blocked by consonants.



(Verse 2) In a clos-ed syllable, (Fists together) Vowels sound short, (Make a hand sign for short) Vowels sound short, (Short sign)

In a clos-ed syllable, (Arms crossed)

Vowels make their short sound.

In an open syllable, (Arms open wide)

Vowels say names, (Put hand over heart and act proud)

Vowels say names, (Hand on heart)

In an open syllable, (Arms wide open)

Vowels can say their names.



(Verse 3) *In a clos-ed syllable, (Fists together)

“I” says (i), (Act like you are crying)



“I” says (i), (Act like you are crying)
In an open syllable, (Arms open wide)
“I” says (I), (I), (I). (Put hand on heart)

*May repeat verse with the rest of the vowels.

Today we will look for open and closed syllables as we read our first story. I am so excited! I want you to sound out the words and read them carefully so that you can answer some questions about the story when you are finished. Let's turn in our student readers to the first story entitled, “Tip.” What is the girl doing to the peaches? What do you think happens to the peaches? Let's read and find out.

TIP

I pit.
I pit it.
I tip. I tip it.
Tip! Tip! Tip!

WORD LIST

I, pit, it, tip



COMPREHENSION QUESTIONS:

- What did the girl pit? (a peach)
- What did the boy tip? (a basket or a bucket)

VOCABULARY:

What does the word, “pit,” mean in the sentence, “I pit”? (take a pit out of a fruit) Can the word, “pit,” mean anything else? (yes, a seed, a hole, an underarm)

NEW LEARNING REVIEW:

Say the word, “pit.” Now use your hand to sound out the letters. Remember, use a closed fist for consonants and an open hand for vowels. Is the word, “pit,” an open or closed syllable? (closed) Say the word, “I.” Is the word, “I,” an open or closed syllable? (open)

PHONOLOGICAL AWARENESS:

What word rhymes with “pit?” (“Tip” or “it”?) (it)

Now let’s use the 3D letters and spell the word, “tip.”

- What is the beginning or initial sound of the word “tip”? /t/ (Have student touch the first letter.)
- What is the final sound in the word, “tip”? /p/ (Have student touch the last letter.)
- What is the middle or medial sound of the word, “tip”? /i/ (Have student touch the “i.”)
- Does the letter “i” say its first or second sound in the word, “tip”? (/I/, first)
- How many sounds are in the word, “tip”? (3)

SPELLING:

Now we are going to review the letter sounds that we have studied up to this point. I am going to say the sound(s) of a letter, and I want you to echo the sound(s) and write down the correct letter on a piece of paper. Then I want you to tell me what letter you wrote down, and I will check it. Are you ready? /i, I/, /t/ /p/

SUMMARY:

Today we have learned that syllables are the number of vowel sounds in a word. We can clap or tap them to help us identify how many syllables are in a word. We also discovered that closed syllables have vowels that say their first or short sound because they are “blocked” by a consonant. Open syllables, on the other hand, have vowels that say their second or long vowel sounds because no consonants come after them. We also learned a new song that will help us remember closed and open syllables.

AFFIRMATION:

It’s time to “close” our lesson today, but it always pays to have an “open” mind! You are AWESOME, MAGNIFICENT, FABULOUS, OUTSTANDING students-- and that’s a lot of syllables! (Give reward.)