

# LEXIA EARLY READING

## LEVEL 1 ACTIVITIES

Level 1 activities increase the phonological awareness skills necessary for efficiently learning sound/symbol correspondence and phonic word-attack strategies. Rhyming, the recognition of initial and final sounds, segmenting, and blending are emphasized. Pictures are included to reinforce meaning.



### Rhyme Time

**Focus** To increase students' awareness of rhyme patterns in spoken language.

**Units** 11 (increasing in difficulty from one-syllable words containing 3 sounds each, to two-syllable words containing a suffix)

**Words** 350

See page [2-2](#)



### Sound Match

**Focus** To increase students' ability to identify words' beginning and end sounds.

**Units** 12 (increasing in difficulty from one-syllable words containing three sounds each, to one-syllable words containing four sounds/phonemes with blends)

**Words** 350

See page [2-3](#)



### Word Snip

**Focus** To increase students' ability to segment words into syllables and sounds.

**Units** 19 (increasing in difficulty from two-syllable compound words presented with a 1-second pause between syllables, to words with three or four sounds/phonemes with no pause between the sounds)

**Words** 400

See page [2-4](#)



### Sound Slide

**Focus** To increase students' ability to blend syllables and sounds to construct words.

**Units** 14 (increasing in difficulty from two-syllable compound words presented with a ½-second pause between syllables, to words with three sounds/phonemes presented with a 1-second pause between sounds)

**Words** 400

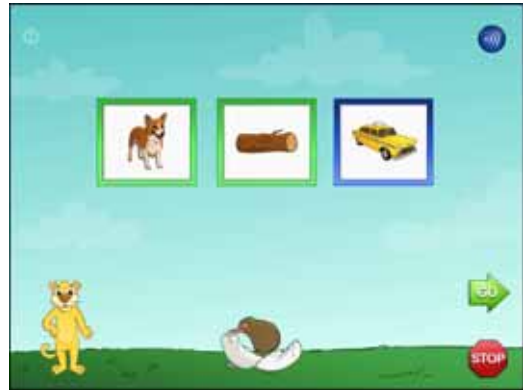
See page [2-5](#)

**Important!** Throughout the activity descriptions, 'Same as Unit #' means that the same type of words are used—e.g., the same number of syllables and sounds.

## Rhyme Time

**Purpose** Rhyme Time is designed to increase students' awareness of the patterns of rhyme in spoken language.

**Task Description** Three pictures display on-screen, each representing a single word. The program highlights and names each picture aloud, and then the student clicks on the two that rhyme. (Note: If a student has difficulty with a unit, the program branches to a practice version with the correct answers highlighted.)



### Units

- 1 One-syllable words containing 3 sounds. Foil has no similarity to the rhyming words. Rhyming words are always placed next to each other (e.g., mug, rug, bat).
- 2 Same as unit 1, except the words are placed randomly (e.g., mice, bag, dice).
- 3 One-syllable words containing 4 sounds including initial blends. Foil has no similarity to the rhyming words. Words are placed randomly (e.g., green, queen, clock).
- 4 One-syllable words containing 3 sounds. Foil has some similarity to the rhyming words. Words are placed randomly (e.g., sock, book, rock).
- 5 One-syllable words containing 4 sounds including beginning blends. Foil has some similarity to rhyming words. Words are placed randomly (e.g., brick, snake, stick).
- 6 One-syllable words containing 3 or 4 sounds including beginning blends. Foil has some similarity to rhyming words. Words are placed randomly (e.g., sock, block, cake).
- 7 One-syllable words containing 3 or 4 sounds including ending blends. Foil has some similarity to rhyming words. Words are placed randomly (e.g., hand, pond, band).
- 8 One-syllable words containing 3 or 4 sounds including beginning and ending blends. Foil has some similarity to rhyming words. Words are placed randomly (e.g., star, bear, bar).
- 9 One-syllable words containing 4 or 5 sounds including beginning and ending blends. Foil has some similarity to rhyming words. Words are placed randomly (e.g., stamp, shrimp, tramp).
- 10 Two-syllable words containing a base word plus the suffix "ing." Foil has some similarity to rhyming words. Words are placed randomly (e.g., biking, rowing, glowing).
- 11 Two-syllable words containing a base word plus the suffix "er." Foil has some similarity to rhyming words. Words are placed randomly (e.g., skater, writer, waiter).

## Sound Match

**Purpose** Sound Match is designed to increase students' awareness of beginning and ending sounds in words. It also integrates word meaning into sound-discrimination activities.

**Task Description** Three pictures display on-screen, each representing a single word. The program highlights and names each picture aloud. In the first 7 units, the student clicks on the word (or words) that begin with a certain sound. In units 1–3 and units 8–10, the student hears a sentence that defines the target word as well as its beginning or ending sound. (Note: If a student has difficulty with a unit, the program branches to a practice version with the correct answers highlighted.)



### Units

#### Recognition of Beginning Sounds

- 1 One-syllable words containing 3 sounds. Foils have no similarity to the target word (e.g., “Something that you can read that starts with the sound /b/.” book, cup, fan).
- 2 Same as unit 1, except one foil has the same initial sound as the target word (e.g., “Something that birds live in that starts with the sound /n/.” nest, mouse, nose).
- 3 Same as unit 1, except the foils have a similar meaning as the target word (e.g., “Something that is an animal that starts with the sound /h/.” cat, hen, mouse).

#### Matching Beginning Sounds

- 4 One-syllable words containing 3 sounds. Foil has no similarities to target word pairs. Target words are placed next to each other (e.g., bull, bed, rock).
- 5 Same as unit 4, except target words are placed randomly (e.g., home, goat, hose).
- 6 One-syllable words containing 4 sounds including initial blends. Foil has no similarities to target word pairs. Target words are placed randomly (e.g., smoke, clock, skate).

#### Recognition of Ending Sounds

- 7 One-syllable words containing 3 sounds. Foils have no relationship to the target word (e.g., “Something that swims that ends with the sound /k/.” duck, game, house).
- 8 Same as unit 7, except one of the foils has the same ending sound as the target word (e.g., “Something that you eat that ends with the sound /z/.” pig, peas, bees).
- 9 Same as unit 7, except the foils have a similar meaning as the target word (e.g., “An animal whose name ends with the sound /s/.” mouse, lamb, dog).

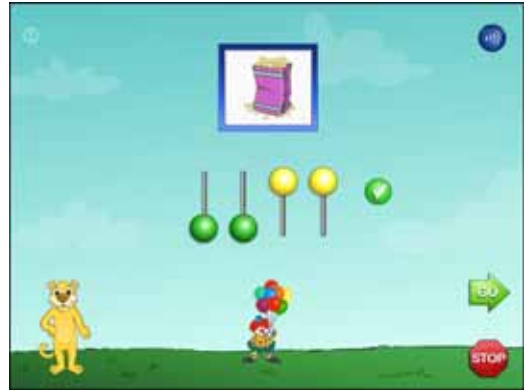
#### Matching Ending Sounds

- 10 One-syllable words containing 3 sounds. Foil may have some similarity to target word pairs. Target words are placed next to each other (e.g., bed, mad, cake).
- 11 Same as unit 10, except target words are placed randomly (e.g., robe, jet, web).
- 12 One-syllable words containing 4 sounds including ending blends. Foil may have some similarity to target word pairs. Target words are placed randomly (e.g., stamp, trunk, harp).

## Word Snip

**Purpose** Word Snip is designed to increase awareness of syllables and sounds in words, and to increase the ability to segment words into syllables and sounds.

**Task Description** A picture displays on-screen. The student hears the word that the picture represents and drags down one ball for each segment in the word. When the student drags down a ball, the program dictates that segment of the word. (Note: If a student has difficulty with a unit, the program branches to a practice version where the correct number of syllables or sounds are obvious.)



### Units

- 1 Two-syllable compound words are presented with a 1-second pause between the syllables (e.g., lunch-box).
- 2 Two- and three-syllable words are presented with a ½-second pause between the syllables (e.g., high-chair, ta-ble-cloth).
- 3 Same as unit 2, but words are presented with no pause between syllables.
- 4 Two-, three- and four-syllable words are presented with a 1-second pause between syllables (e.g., pop-si-cle, tu-lip, cat-er-pill-ar).
- 5 Same as unit 4, but presented with a ½-second pause between the syllables.
- 6 Same as unit 4, but words are presented with no pause between the syllables.
- 7 Words with “ing” ending are presented with a 1-second pause between the base word and the “ing” (e.g., sneeze-ing, park-ing).
- 8 Same as unit 7, but words are presented with a ½-second pause between the syllables.
- 9 Same as unit 7, but words are presented with no pause between the syllables.
- 10 Words with “er” ending are presented with a 1-second pause between the base word and the “er” (e.g., sneak-er, read-er).
- 11 Same as unit 10, but words are presented with a ½-second pause between the syllables.
- 12 Same as unit 10, but words are presented with no pause between the syllables.
- 13 Words with 2 sounds are presented with a 1-second pause between the sounds or phonemes (e.g., o-n, m-e, k-e-y). An image is revealed as bars are pulled.
- 14 Words with 3 sounds are presented with a ½-second pause between the sounds or phonemes (e.g., c-a-ve, g-oo-se).
- 15 Words with 2 or 3 sounds are presented with no pause between the sounds or phonemes.
- 16 Words with 4 sounds are presented with a 1-second pause between the sounds or phonemes (e.g., b-a-n-k, s-c-oo-p).
- 17 Words with 3 or 4 sounds presented with a ½-second pause between the sounds or phonemes (e.g., m-u-d, c-r-a-ck).
- 18 Same as unit 17, but words are presented with no pause between the sounds or phonemes.
- 19 Same as unit 18.

## Sound Slide

**Purpose** Sound Slide is designed to increase awareness of syllables and sounds in words, and improve the ability to blend syllables and sounds into words.

**Task Description** Three pictures display on-screen. The student hears a word with a brief pause between syllables (or sounds), and clicks on the picture that represents that word. (Note: If a student has difficulty with a unit, the program branches to a practice version highlighting the correct answers.)



### Units

- 1 Two-syllable compound words are presented with a ½-second between syllables.
- 2 Two-syllable compound words are presented with a 1-second between syllables.
- 3 Two-syllable words are presented with a ½-second pause between syllables.
- 4 Two-syllable words are presented with a 1-second pause between syllables.
- 5 Same as unit 4.
- 6 Same as unit 4.
- 7 One-syllable words are presented with a ½-second pause between the initial sound and the remaining sounds (e.g., f-in, m-oon, r-ock).
- 8 Same as unit 7, but words are presented with a 1-second between the initial sound and the remaining sounds.
- 9 One-syllable words are presented with a ½-second pause between a blended consonant-vowel and a consonant (e.g., fee-t, boo-k, hi-ll).
- 10 Same as unit 9 except words are presented with a 1-second pause between a blended consonant-vowel and a consonant.
- 11 One-syllable words are presented with a ½-second pause between a blended consonant-vowel and a consonant blend (e.g., toa-st, ne-st, si-nk).
- 12 Same as unit 11, except words are presented with a 1-second pause between a blended consonant-vowel and a consonant blend.
- 13 Words with three sounds are presented with a ½-second pause between the sounds (e.g., r-u-g, b-a-th, sh-ee-p).
- 14 Same as unit 13, except words are presented with a 1-second pause between the sounds.

## LEVEL 2 ACTIVITIES

Level 2 activities increase general letter knowledge, introduce basic sound/symbol correspondence, and reinforce listening for beginning and ending sounds. Sound/symbol correspondence for consonants, short vowels, and consonant digraphs are presented, with pictures to reinforce meaning.



### Consonant Tree I (t, b, m, s, k, f)

**Focus** To increase students' knowledge of sound/symbol correspondence for selected consonants, and to reinforce discrimination and identification of these sound/symbol correspondences in the initial and final positions.

**Units** 14

See page 2-7



### Consonant Tree II (p, g, r, n, d, z)

**Focus** To increase students' knowledge of sound/symbol correspondence for selected consonants, and to reinforce discrimination and identification of these sound/symbol correspondences in the initial and final positions.

**Units** 16

See page 2-7



### Consonant Tree III (c, h, j, v, w, y) / (b/p, d/t, f/v, g/k, s/z, m/n, l/r, y/w, c/g, h/w)

**Focus** To increase students' knowledge of sound/symbol correspondence for selected consonants and consonant digraphs and to reinforce discrimination and identification of them in initial positions. Increases students' ability to discriminate between letters with similar sounds in both beginning and ending positions.

**Units** 12

See page 2-8



### Short Vowel Crate (a, e, i, o, u)

**Focus** To increase students' knowledge of sound/symbol correspondence for the short vowels, and to reinforce discrimination and identification of these sound/symbol correspondences in their initial position.

**Units** 9

See page 2-9



### Consonant Pairs (sh, th, wh, ch)

**Focus** To increase students' ability to discriminate between consonant digraphs that differ only in voicing in beginning and final positions.

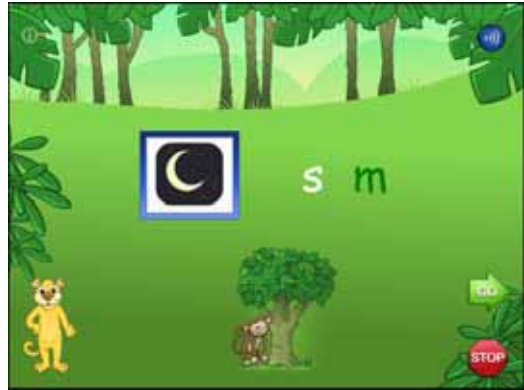
**Units** 9

See page 2-10

## Consonant Tree I (t, b, m, s, k, f)

**Purpose** Consonant Tree I is designed to increase knowledge of sound/symbol correspondence and the ability to identify these letters as beginning and ending sounds within words.

**Task Description** Six letters display on-screen and the student chooses one to study. First, the student is told the letter name and its sound. Each letter is associated with a picture that begins with the letter sound, and the letter morphs back and forth with the picture. The student completes a puzzle with the letter/picture, followed by a letter search or a painting activity that demonstrates how the letter is formed. Finally, the student either selects the letter heard at the beginning or end of dictated and pictured words, or identifies a picture of something that begins or ends with the letter (from two possibilities).



The student can choose any letter and repeat that activity as many times as is necessary for mastery.

### Units

**1-6** Individual letters (t, b, m, s, k, f) are presented in conjunction with a picture of a word that begins with the letter. In the initial sound identification task, the student chooses between two letters. The foil is one of the letters listed above.

**7** Review letters from units 1–6 as beginning sounds.

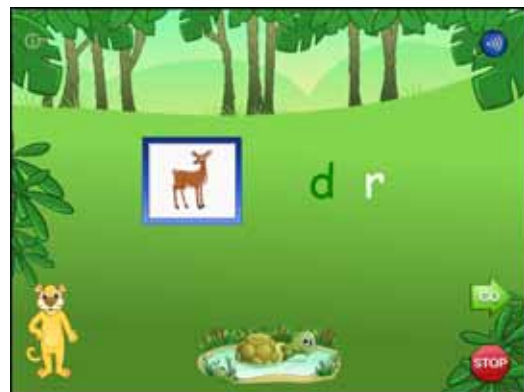
**8-13** Individual letters (t, b, m, s, k, f) are presented in conjunction with a picture of a word that ends with that letter. In the ending sound-identification task, the student chooses between two letters. The foil is one of the letters listed above.

**14** Review letters from units 8–13 as ending sounds.

## Consonant Tree II (p, g, r, n, d, z, l)

**Purpose** Consonant Tree II is designed to increase knowledge of sound/symbol correspondence and the ability to identify these letters as beginning and ending sounds within words.

**Task Description** Seven letters display on-screen and the student chooses one to study. First, the student is told the letter name and its sound. Each letter is associated with a picture that begins with the letter sound, and the letter morphs back and forth with the picture. The student completes a puzzle with the letter/picture, followed by a letter search or a painting activity that demonstrates how the letter is formed. Finally, the student either selects the letter heard at the beginning or end of dictated and pictured words, or identifies a picture of something that begins or ends with the letter (from two possibilities).



The student can choose any letter and repeat that activity as many times as is necessary for mastery.

## Units

**1-7** Individual letters (p, g, r, n, d, z, l) are presented in conjunction with a picture of a word that begins with that letter. In the initial sound-identification task, the student is asked to choose between two letters. The foil is one of the letters listed above.

**8** Review letters from units 1–7 as beginning sounds.

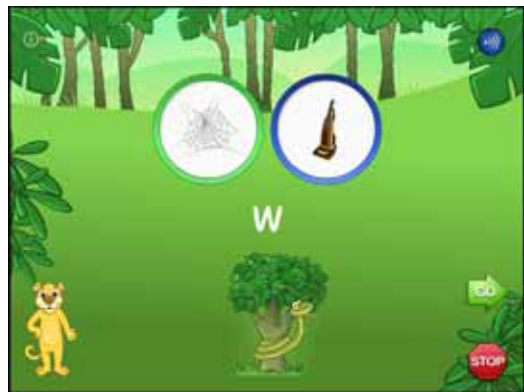
**9-15** Individual letters (p, g, r, n, d, z, l) are presented in conjunction with a picture of a word that ends with that letter. In an ending sound-identification task, letters are compared to a foil that is one of the letters from these units.

**16** Review letters from units 9–15 as ending sounds.

## Consonant Tree III (c, h, j, v, w, y) (b/p, d/t, f/v, g/k, s/z, m/n, l/r, y/w, c/g, h/w)

**Purpose** Consonant Tree III is designed to increase knowledge of the remaining sound/symbol correspondences and to improve the ability to identify these letters as beginning sounds within words. The last five units work on the ability to distinguish pairs of similar sounds in both beginning and ending positions.

**Task Description** Six letters display on-screen and the student chooses a letter to study. First, the student is told the letter name and its sound. Each letter is associated with a picture that begins with the letter sound, and the letter morphs back and forth with the picture. The student completes a puzzle with the letter/picture, followed by a letter search or a painting activity that demonstrates how the letter is formed. Finally, the student either selects the letter heard at the beginning or end of dictated and pictured words, or identifies a picture of something that begins or ends with the letter (from two possibilities).



The student can choose any letter and repeat the activity as many times as is necessary for mastery.

Paired letters with similar sounds (from the previous activities) display with a picture. The student must choose the correct letter for the beginning or ending sound, or identify a picture of something that begins or ends with the letter (from two possibilities).

## Units

**1-6** Individual letters (c, h, j, v, w, y) are presented in conjunction with a picture of a word that begins with the letter. In an initial sound-identification task, letters are compared to a foil that is one of the letters listed above.

**7** Review letters from units 1–6 as beginning sounds.

**8** Letters with similar sounds (b/p, t/d, f/v, k/g, s/z, m/n) are presented in conjunction with a picture of a word that begins with one of the letters.

**9** Letters with similar sounds (b/p, t/d, f/v, k/g, s/z, m/n) are presented in conjunction with a picture of a word that ends with one of the letters.

**10** Letters with similar sounds (p/b, d/t, f/v, g/k, r/l, l/r, z/s, n/m) are presented in conjunction with a picture of a word that begins with one of the letters.

**11** Letters with similar sounds (p/b, d/t, f/v, g/k, r/l, l/r, z/s, n/m) are presented in conjunction with a picture of a word that ends with one of the letters.

**12** Letters with similar sounds (h/w, v/f, c/g, w/y, y/w) are presented in conjunction with a picture of a word that begins with one of the letters.

## Short Vowel Crate (a, e, i, o, u)

**Purpose** Short Vowel Crate is designed to develop knowledge of the short vowel sound/symbol correspondence and the ability to identify these letters as beginning sounds of words.

**Task Description** As vowels are introduced, the student hears the letter name and its sound. Each letter is associated with a picture that begins with the letter sound, and the letter morphs back and forth with the picture. The student completes a puzzle with the letter/picture, followed by a letter search or a painting activity that demonstrates how the letter is formed. Finally, the student either selects the letter they hear at the beginning or end of dictated and pictured words, or identifies a picture of something that begins or ends with the letter (from two possibilities).

Mixed short vowels display with a picture, and the student chooses the correct short vowel for the beginning sound, or identifies a picture of something that begins or ends with the letter (from two possibilities).



### Units

**1-2** Individual vowels (a, i) in conjunction with a picture of a word that begins with that letter. In the initial sound-identification task, vowels are compared to a consonant.

**3** Vowels are mixed in sets of two (a/i).

**4** o

**5** Vowels are mixed in sets of two (o/i, o/a).

**6** u

**7** Vowels are mixed in sets of two (u/a, u/o, u/i).

**8** e

**9** Vowels are mixed in sets of two (e/i, e/a, e/o, e/u).

## Consonant Pairs (sh, th, wh, ch)

**Purpose** Consonant Pairs is designed to increase knowledge of sound/symbol correspondences for consonant digraphs, and to improve the ability to identify these consonant digraphs as beginning and ending sounds of words.

**Task Description** Four consonant digraphs display, and the student chooses one to study. First the student hears the letter names and their sounds. Each digraph is associated with a picture that begins with the sound, and the letters morph back and forth with the picture. The student completes a puzzle with the letter/picture, followed by a letter search or a painting activity that demonstrates how the letter is formed. Finally, the student either selects the letter they hear at the beginning or end of dictated and pictured words, or identifies a picture of something that begins or ends with the letter (from two possibilities).



The student chooses any consonant digraph and may repeat the activity as many times as is necessary for mastery.

### Units

- 1-4** Consonant digraphs (sh, th, wh, ch) are presented in conjunction with a picture of a word that begins with that digraph. In the initial sound-identification task, letters are compared to a foil that is one of the digraphs listed above.
- 5** Review digraphs from units 1–4 as beginning sounds.
- 6-8** Consonant digraphs (sh, th, ch) are presented in conjunction with a picture of a word that ends with that digraph.
- 9** Review digraphs from units 6–8 as ending sounds.