# Lexia® CONNECTIONS

## Phonics
### Skill Sequence 1

- Letter Matching
- Letter Names
- Consonant Sounds
- Matching Sounds & Letters
- Short Vowel Sounds
- Medial Vowels
- ○ **SIMPLE WORD CHAINS**
- Reading CVC Words
- Consonant Digraphs
- Building Words
- Long Vowel Sounds
- Reversible Letters
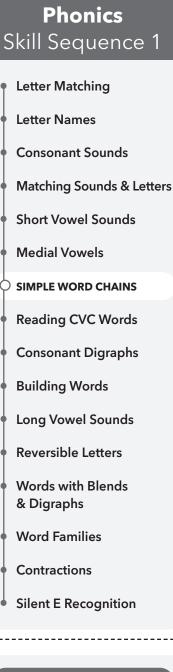- Words with Blends & Digraphs
- Word Families
- Contractions
- Silent E Recognition

### Curriculum Connection

Present a classroom topic to students (e.g., Winter Vacation; Plant Lifecycles). Spell out this word or phrase for students using letter tiles. Then, have students move and manipulate the letter tiles to form smaller words.

# Simple Word Chains

To create word chains, students begin with a single word, and then substitute or manipulate letters in order to form subsequent words. Through this sound manipulation, students strengthen the connection between letters and sound sequences.

## Classroom Ideas

### Teach or Review
As necessary, teach or review initial consonant sounds. Then, display letter tiles for a word without the initial sound (e.g., _at) as well as two consonant letter tiles that can complete the word (e.g., *h*, *m*). Say one word and have students hold up the letter tile that completes the word. Then, have students substitute the other letter tile and tell you the new word that is created with this substitution.

### Listening Lab
Have students create a target word (e.g., pet) with letter tiles. Then, present a new word that differs by one sound (e.g., Change *pet* to *net*). Have students identify where the words differ (beginning or end) and identify the consonant sound that must be changed. Continue with additional changes to the initial or final sound.

### Make a Match
Create a deck of cards that contains pairs of CVC words that differ by one letter (e.g., pop/mop, cat/cut, run/rug). Arrange cards face down and have students work with a partner to turn over two cards at a time, looking for a word chain pair. Students should identify the letter that changes in each pair.

### Art Studio
Dictate word chains for students that start and end with the same word (e.g., bit/big/pig/pin/pit/bit). Students can write the word chains on interlocking loops of paper to create a "necklace" of words. As a challenge, have students generate their own word chains to turn into necklaces.

### Pair Share
Practice sound changes to medial vowels. Present student pairs with a set of vowel letter tiles and a deck of cards with an incomplete CVC word written on each (e.g., m__p). Have students take turns drawing a word card and inserting each short vowel, one at a time, to create words (e.g., map, mep, mip, mop, mup). When a real word is formed, students can write it and earn a point.

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| Initial Consonant Substitution | Final Consonant Substitution | Initial and Final Consonant Substitution |
|---|---|---|
| cap ➜ map ➜ tap ➜ nap ➜ lap | tag ➜ tab ➜ tan ➜ tap | sat ➜ sad ➜ bad ➜ bag ➜ rag |
| log ➜ fog ➜ dog ➜ jog ➜ hog | bun ➜ bus ➜ bug ➜ bud | bed ➜ beg ➜ leg ➜ let ➜ met |
| hen ➜ ten ➜ pen ➜ men ➜ den | cab ➜ cat ➜ cap ➜ can | him ➜ hit ➜ sit ➜ sip ➜ lip |
| hug ➜ bug ➜ dug ➜ rug ➜ jug | bit ➜ bib ➜ big ➜ bin | nod ➜ not ➜ dot ➜ dog ➜ fog |

| Advanced Sample Word Chains<br>(Words differ by one sound at a time) |
|---|
| rot ➜ cot ➜ dot ➜ got ➜ get ➜ bet ➜ beg ➜ leg ➜ log ➜ dog |
| map ➜ cap ➜ tap ➜ top ➜ tip ➜ hip ➜ hit ➜ bit ➜ bat ➜ bag |
| fit ➜ bit ➜ big ➜ bug ➜ tug ➜ tub ➜ rub ➜ rob ➜ rib ➜ rip |
| jet ➜ wet ➜ bet ➜ beg ➜ leg ➜ log ➜ hog ➜ hug ➜ bug ➜ big |
| red ➜ bed ➜ bad ➜ mad ➜ map ➜ tap ➜ top ➜ tip ➜ sip ➜ sap |