

Blending & Segmenting!



SAY

We are going to say our Blending & Segmenting chant! Repeat the chant after me!

"It's Blending and Segmenting time!

We want to hear all the sounds in a word.

We want to hear each sound.

You put the sounds together, when we blend the word.

We take them apart to segment them."



DO

Say one sentence at a time of the Blending & Segmenting chant and ask the students to repeat after you.



SAY

Let's practice our Segmenting skills! When we segment the sounds of the word we separate the sounds apart just by hearing the sound. If I was to say shin, when you segment the sounds you say /sh/ /i/ /n/. Ok?



DO

Wait for the students to say yes. Repeat directions as needed.



SAY

Think about this word, map. What are all the sounds that make that word? Whisper the sounds in your hand and hold them tight. We will share after we all have a chance to think first.

Lesson 7



DO

Listen and watch as students segment the sounds. Provide support as needed.



SAY

Ok, let's hear them. Yes. We have /m/ /a/ /p/. Think about these word jog, what sounds make the word jog?



DO

Repeat Segment practice with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Segment Word List: bat, let, fin, hop, bug



Correction Routine: If any students make an error, have the whole group watch as you model.

My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.

Introduce the sounds!

Letters are either a vowel (a, e, i, o, u) or a consonant (other letters).

Knowing the difference between a vowel and consonant helps students decode, read, and spell words. In this unit, students will practice the short vowel sounds with consonant vowel consonant words.

CVC words use the short vowel sounds. (a, e, i, o, u)

pin
/p/ /i/ /n/ = pin

fog
/f/ /o/ /g/ = fog

zap
/z/ /a/ /p/ = zap



SAY

Learning new sounds is so cool! Repeat our chant after me!

"It's time to learn new sounds!

We use the sound rule to help us read!"



DO

Say one sentence at a time of the Introduce the Sound chant and ask the students to repeat after you.

Lesson 7



Let's learn a super cool new rule today!
We've been working on reading CVC words. Today, we'll practice CVC words with any of the 5 vowels. Remember that letters are either a vowel (a, e, i, o, u) or a consonant (other letters). Knowing the difference between a vowel and consonant can help you decode words and read them. Let's sing our Alphabet Song using our **Letter Mat**. Then, we'll go back and point out the vowels and consonants.



Sing the Alphabet Song sound pointing to the consonants and vowels. Listen as students identify the letters. Take notes on the students that can accurately name consonants and vowels and students that may need reteaching and/or additional support.



When we read CVC words, we use the short vowel sound. For example, pin is a CVC word, so we read the word /p/ /i/ /n/ = pin. Let's quickly review the short vowel sounds.



Show the **sound letter cards for a, e, i, o, and u**.



Let's review the short vowel sounds.



Listen and correct if necessary.

Lesson 7



SAY

When we read CVC words, or closed syllables, we use the short vowel sound. We will explore how to read CVC words with the vowel a during this lesson.

Blend the sounds!



SAY

Blending sounds helps us read the words smoothly! Repeat our chant after me!

"It's time to blend the sounds!

It's time to blend the sounds to help us read the words smoothly!"



DO

Say one sentence at a time of the Blend the Sounds chant and ask the students to repeat after you..



SAY

Let's practice blending the sounds in some words today!

When we blend the sounds in words, it helps us read the words smoothly. Let's try it. Let's look at this word.



DO

Point to the word *win*.

Lesson 7



This word begins with a consonant, w. Next comes a vowel, i. It ends with another consonant, n. This is a CVC word or closed syllable, because it ends with a consonant. Because it's a CVC word, or a closed consonant, I know that I will use the short vowel sound for i, /i/. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word. /w/ /i/ /n/ = win. Let's blend it together now.



Listen as the students blend the word.



Let's look at another word.



Point to the word *sod*.



This word begins with a consonant, s. Next comes a vowel, o. It ends with another consonant, d. This is a CVC word or closed syllable, because it ends with a consonant. Because it's a CVC word, or a closed consonant, I know that I will use the short vowel sound for o, /o/. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word. Let's blend it together now.



Listen as students blend the word. Take notes on the students that can accurately blend the CVC word and students that may need reteaching and/or additional support.

Lesson 7



/s/ /o/ /d/ = sod. Great thinking! Awesome job blending the sounds today!

Read the words!



When we practice reading the words, it can help us read the words faster and faster. This helps us learn to read smoothly like when we are speaking! Repeat our chant after me!
"It's time to read the words!
It's time to read the words, so we can read smoothly, like we are speaking!"



Say one sentence at a time of the Read the Words chant and ask the students to repeat after you.



Let's practice reading words today!

We are going to read a few sentences today. These sentences have high frequency words that you've learned or words that follow rules that you've learned.

Lesson 7



DO

Show the text "At the Window".

1 tan cat sat at the window.

2 tan cats sat at the window.

I sat at the window.



SAY

Let's read the title together.



DO

Point to the title as everyone reads it.



SAY

This very short story is about two cats. Let's look at the title because there is a long word. We're not going to worry about learning that word right now, but you should know that it says "window".



DO

Point to the word.



SAY

What does it say?



DO

Listen to responses.



SAY

All the rest of the word, you can sound out using the rules you've learned, or it's a high frequency word you've learned. Let's read the sentences.

Lesson 7



DO

Read together. Listen as students read the sentences. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Great thinking! Awesome job reading the sentences today!



Correction Routine: If any students make an error, have the whole group revisit the spelling for the word.
For decodable words: Say my turn. [Say and sound out the word.] If any students missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say your turn. Guide students as necessary to record letters for each sound they hear in the word.

Decode the words!



SAY

Decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! Repeat our chant after me!

"It's time to decode the sounds in the words!

It's time to decode the sounds in the words so we can read the words!"

Lesson 7



DO

Say one sentence at a time of the Decode the Words chant and ask the students to repeat after you.



SAY

Let's practice decoding the sounds in words today!

We are going to decode the words.

Remember, decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! When we decode the sounds in words, it helps us read the words correctly.

Look at our words for today.



DO

Point to the words.



SAY

First, look at the spelling pattern to decide what vowel sound to use. Next, say each sound. Finally, blend the sounds together to read the words.



DO

Partner students.



SAY

You and your partner work together to decode these words (**zap, met, wit, fog, gut**). I'll be by to listen.

Lesson 7



DO

Listen as students decode the word. Take notes on the students that can accurately articulate the sounds and read the word and students that may need reteaching and/or additional support.



SAY

Great thinking! Awesome job decoding words today!



Correction Routine: If any students make an error, have the whole group watch as you model.
My turn: Say the word. Say the individual sounds in the word while tapping your fingers.
Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.

Spell the words!



SAY

When we can spell words, it shows that we met the target. When we hear the sounds, we can match the sounds to the correct letters and spell the word! Repeat our chant after me!
"It's time to spell the words!
It's time to spell the words to show we understand the rule!"

Lesson 7



DO

Say one sentence at a time of the Spell the Words chant and ask the students to repeat after you.



SAY

Let's practice spelling words today!

We are going to spell the words. Remember, when we can spell words with the correct rule, it shows that we met the target. When we hear the sounds, we can match the sounds to the correct letters and spell the word! Listen to our words for today. The word is ten. How would we spell the word ten? Let's listen to the sounds and match the sound to the correct letter. The word is "ten". I hear /t/ /e/ /n/ and I know that sound for /t/ = the letter t and the sound for /e/ = the letter e, and the sound for /n/ is the letter n so I know it is spelled with the letters t-e-n. Grab your **whiteboards** and spell the word.



DO

Watch as students spell the word using the letter and sound connections. Take notes on the students that can accurately articulate the sound and spell the word and students that may need reteaching and/or additional support.



SAY

Yes, when we spell the word ten, we write the letters t-e-n.

Now, spell the word tin by only changing one vowel. What do you change to make ten?

Lesson 7



Listen as students explain that the vowel needs to change from a /e/ to /i/.



Yes, when we spell the word tin from ten, we change the vowel from a e to a i.

Now, spell the word, tan, by changing one vowel. What do you change to make tin?



Listen as students explain that the vowel needs to change from a /i/ to /a/. Take notes on the students that can accurately articulate the sound and spell the word and students that may need reteaching and/or additional support.



Great thinking! Awesome job spelling words today!



Correction Routine: If any students make an error, have the whole group revisit the spelling for the word.

For decodable words: Say my turn. [Say and sound out the word.] If any students missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say your turn. Guide students as necessary to record letters for each sound they hear in the word.

High Frequency Words!



SAY

Some words we can sound out now, some words we'll learn how to sound out later, and some words are rule breakers and we can't sound out. Words that show up a lot in books are called High Frequency Words. Let's learn some! Repeat our chant after me! "We see high frequency words all the time! Let's figure out how to read them!"



DO

Say one sentence at a time of the High Frequency Words chant and ask the students to repeat after you.



SAY

Let's read our high frequency words!

Today, we're learning 2 words.



DO

Point to the word *to* and *into*.



SAY

What do you notice about these words?



DO

Listen as students share that *into* has *to* in it.

Lesson 7



Yes! We're learning these words together because they're so similar. When t-o are together, it says "to". You've already learned that o can make 2 different sounds. It can actually make 3 sound! The third sound is /oo/ like to. How do you think we read this word?



Point to *into*.



I bet you can figure it out because the first two letters you can sound out using what you know about VC words, and the second part, we just learned!



Listen as students work it out.



Yes! We say this word as "into". Let's read them both again!



Point to the word and read together as a group.



Let's read our previous high frequency words!



Point to or hold up all the high frequency words to this point as the students read them.

Lesson 7



Excellent work learning 2 new high frequency words today.

High Frequency Word List: to, into



Correction Routine: If any students make an error, have the whole group watch as you model.

My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.