

Lesson 8

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 van, when you segment the sounds you say /v/ /a/ /n/. Ok?



DO

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



SAY

Think about this word, dot. 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.

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DO

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



SAY

Ok, let's hear them. Yes. The segmented sounds are /d/ /o/ /t/. Think about the word, cub. What sounds make the word cub?



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: mad, web, tin, pop, rug



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.

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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)

lip
/l/ /ĭ/ /p/ = lip

not
/n/ /ŏ/ /t/ = not

sub
/s/ /ŭ/ /b/ = sub



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.

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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, lip is a CVC word, so we read the word /l/ /i/ /p/ = lip. 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.

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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!



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!"



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



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.



Point to the word *dud*.

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This word begins with a consonant, d. Next comes a vowel, u. 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 u, /u/. 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. /d/ /u/ /d/ = dud. Let's blend it together now.



Listen as the students blend the word.



Let's look at another word.



Point to the word *hem*.



This word begins with a consonant, h. Next comes a vowel, e. It ends with another consonant, m. 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 e, /e/. 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.

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/h/ /e/ /m/ = hem. 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.

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DO

Show the text "Zip and the Pup".

I like Zip the dog.

Zip and I play.

I got a fat pup.

Can Zip and the pup play?

The fat pup can sit on Zip.

The pup got on top.

But the pup fell off Zip.



SAY

Let's read the title together.



DO

Point to the title as everyone reads it.



SAY

This very short story is about a silly pup. You know these words because you learned them during high frequency words or because they follow the sound spelling patterns that you know. Work with a partner to read the text.



DO

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. Based on your monitoring, decide if you need to pull the group together to do anything together, or allow partners to work through the text.



SAY

Great thinking! Awesome job reading the sentences today!

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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!”



DO

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

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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 (**yam, leg, kit, not, sub**). I'll be by to listen.



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.

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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.

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Spell the words!

Level A Unit 2 Formative Assessment:

- Administer the Level A Unit 2 Formative Assessment. Follow the directions to administer the Formative Assessment for Level A, Unit 2.
- After administering the Level A, Unit 2 Formative Assessment, use the data analysis guidance to plan for targeted instruction based on your students' strengths and areas of improvement with concepts and skills explored in this unit.



Administration directions: Level A Unit 2

Teacher	Student
<p>Do: Pass out a "Student answer form" and a pencil to each student.</p> <p>Say: "Please write your name and the date on your paper. We've been working hard to become stronger readers and writers. In this last unit, you learned how to read and write words that have a consonant vowel consonant (CVC) pattern. Right now you have the opportunity to show me how much you've learned."</p>	<p>Students write their name and date on their "Student answer form".</p>
<p>Say: "I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. <i>in. in. I go in the store. in.</i>"</p> <p>Do: Model writing "in" on the line as students are expected to by sounding out short i and /n/.</p> <p>Say: "That was an example. Now it's your turn. Put your finger on number one and pick up your pencil. Here we go!"</p>	<p>Students pick up their pencils.</p>
<p>Say: "Number 1. <i>pan. pan. The pan is hot. pan.</i> Number 2. <i>wax. wax. Careful of the melted wax. wax.</i> Number 3. <i>fed. fed. The dog was fed. fed.</i> Number 4. <i>vet. vet. Take the cat to the vet. vet.</i> Number 5. <i>jig. jig. A jig is a lively, festive kind of dance. jig.</i> Number 6. <i>lip. lip. She put her finger to her lip to ask us to be quiet. lip.</i> Number 7. <i>top. top. It is up top. top.</i> Number 8. <i>fox. fox. Did you see the fox jump high? fox.</i> Number 9. <i>tub. tub. Time to get in the tub. tub.</i> Number 10. <i>hum. hum. I hear the hum of an engine. hum.</i>"</p>	<p>Students write the words as they are dictated.</p>
<p>Say: "Now that we have finished writing our words, take a couple minutes to answer the last question. When you are reading a word with a consonant vowel consonant (CVC) pattern, what vowel sound do you use?"</p> <p>Do: Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.</p>	<p>Students answer the last question.</p>
<p>Say: "Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"</p> <p>Do: Collect students' Answer forms.</p>	<p>Students pass in their Answer forms.</p>

Analysis protocol

A	B	C
Spelling	Phoneme	Score
		0 1 2
		0 1 2
		0 1 2
		0 1 2
D ___/10 words Open ended question		
E	Area of growth	
Unit key points	Strengths	
F Action plan		
<input type="checkbox"/> Reteach	<input type="checkbox"/> Small groups	<input type="checkbox"/> Raz-Plus

High Frequency Words!

Level A Unit 2 High Frequency Words:

- Given that you need to administer Level A, Unit 2 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.



High Frequency Word List:

- have
- many
- see
- with
- you
- out
- to
- into