

Lesson 2

Blending & Segmenting!



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.



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 man, when you segment the sounds you say /m/ /a/ /n/. Ok?



DO

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

Lesson 2



Think about this word not. 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.



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



Ok, let's hear them. Think about this word rub, what sounds make the word rub?



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: tad, tin, top, mug



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.

Lesson 2

Introduce the sounds!



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

In this unit, students will practice the short vowel sound with words with a consonant, vowel, and two consonants. Students will explore the double consonant rule.

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

bass
/b/ /ă/ /s/ = bass

miss
/m/ /i/ /s/ = miss

fuss
/f/ /ŭ/ /s/ = fuss



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 2

Let's learn a super cool new rule today!



SAY

In Unit 3 we are going to explore the double consonant rule of consonant vowel consonant words. Remember that letters are either a vowel (a, e, i, o, u) or a consonant (other letters). Words in this unit will begin with a consonant, then have a vowel, and finish with two consonants. When we read CVCC words, most words have the short vowel sound for the vowel. For example, bass is a CVCC word, so we read the word /b/ /a/ /s/ = bass. Let's review the short sounds of the vowels.



DO

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



SAY

We use the short vowel sound and sometimes a special sound called a schwa sound when we read CVCC words. We will explore CVCC words during this lesson that use the short vowel sound.

Lesson 2

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.



Look at our CVCC words for today.



Let's look at this word.



Point to the word *miss*.

Lesson 2



SAY

This word begins with a consonant, m. Next comes a vowel, i. It ends with two consonants, ss. When we put these two consonants together they make the same sound /s/. Miss is a CVCC word. Another name for a CVCC word is a double consonant word, because it ends with two consonants. Because it's a CVCC word it can have a short vowel or the vowel can make a that special sound called a schwa sound. 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. /m/ /i/ /s/ = miss. Let's blend it together now using our **Double Decker Elkonin Boxes**.



DO

Listen as the students blend the word *miss*.



SAY

Let's look at another word.



DO

Point to the word *kiss*.

Lesson 2



SAY

This word begins with a consonant, k. Next comes a vowel, i. It ends with two consonants, ss. When we put these two consonants together they make the same sound /s/. Kiss is a CVCC word. Another name for a CVCC word is a double consonant word, because it ends with two consonants. Because it's a CVCC word it can have a short vowel or the vowel can make a that special sound called a schwa sound. 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. /k/ /i/ /s/ = kiss. Let's blend it together now using our **Double Decker Elkonin Boxes**.



DO

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



SAY

Great thinking! Awesome job blending the sounds today!

Lesson 2

Read the words!



SAY

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!"



DO

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



SAY

Let's practice reading words today!

We are going to read the words. When we practice reading the words, it helps us read faster and faster. This helps us focus on what we can learn from the words. Let's look at the first word.



DO

Point to the word *fuss*.

Lesson 2



When we read this word, we look to see what spelling pattern it uses so we know what vowel sound to make. I see a CVCC double consonant pattern. We'll use the short vowel sound. /f/ /u/ /s/ = fuss. Let's blend it together now using our **Double Decker Elkonin Boxes**.



Listen as students read 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.



Yes, the word is "cuff". Let's look at the next word. How would you read this word?



Point to the word *muss*. Listen as students read the word. 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.



Yes, the word is *muss*. One more. What would the word be if I changed the /u/ sound to the /i/ sound?

Lesson 2



DO

Listen as students read the word. 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

Yes, the word is miss. Great thinking! Awesome job reading the 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.

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 2



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 (**miss, muss, kiss, fuss**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.

Lesson 2



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 2



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. Remember, if a short vowel word or syllable ends with the /f/, /l/, /s/, or /z/ sound, it usually gets a double f, l, s, or z at the end. The word is miss. Let's listen to the sounds and match the sound to the correct letter. The word is "miss". I hear /m/ /i/ /s/ and I know that sound for /m/ = the letter m and the sound for /i/ = the letter i, and the sound for /s/ is the double consonant pattern with two letter s's so I know it is spelled with the letters m-i-s-s. 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.

Lesson 2



Yes, when we spell the word miss we write the letters m-i-s-s. Now I want to make a new word by changing the beginning sound. What would the word be if we changed the /m/ sound in miss to the /k/ sound?



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.



Yes, when we change the beginning sound from /m/ in mass to /k/, we write the letters k-i-s-s for the word kiss. 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 3 new words that all have something in common!



DO

Display the words *or*, *for*, *more*.



SAY

Look closely at them. What do you notice?



DO

Listen to responses.

Lesson 2



Yes! They all have or in their spelling. When o and r are together, it says /or/. That's the first word! Or. Would you like milk or juice. What does this say?



Listen as students read "or".



This next word has a f in front of the /or/. What sound does f make? Let's blend it together to read this word. /f/ /or/ = for. What does this word say?



Listen as students read "for".



This last word has /or/ in the middle. What does our m say? /m/. And or says /or/. This e does NOT make a sound. We're done segmenting the word. It's /m/ /or/ = more! What's this word?



Listen as students read the word.



Let's read all three words again.



Point to words and listen to students read.

Lesson 2



Excellent! 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.



Excellent work learning 3 new high frequency words today.

High Frequency Word List: or, for, more



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.