

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."



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 cap, when you segment the sounds you say /k/ /a/ /p/. Ok?



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



Think about this word cot. 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 6



DO

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



SAY

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



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: lot, jig, lip, top



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 6

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)

fuzz
/f/ /ʊ/ /z/ = fuzz

pass
/p/ /ă/ /s/ = pass

press
/p/ /r/ /ĕ/ /s/ = press



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 6



Let's learn a super cool new rule today!

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, fuzz is a CVCC word, so we read the word /f/ /u/ /z/ = fuzz. Let's review the short sounds of the vowels.



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



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.

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!"

Lesson 6



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.



DO

Point to the word *pass*.



SAY

This word begins with a consonant, p. Next comes a vowel, a. It ends with two consonants, ss. When we put these two consonants together they make the same sound /s/. Pass 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 that special sound called a schwa sound. I know that I will use the short vowel sound for a, /a/. 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. /p/ /a/ /s/ = pass. Let's blend it together now using our **Double Decker Elkonin Boxes**.



DO

Listen as the students blend the word *pass*.



SAY

Let's look at another word.

Lesson 6



DO

Point to the word *press*.



SAY

This word begins with a two consonants, pr. Next comes a vowel, e. It ends with two consonants, ss. When we put these two consonants together they make the same sound /s/. Press 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 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. /p/ /r/ /e/ /s/ = press. Let's blend it together now using our **Double Decker Elkonin Boxes**.



DO

Listen as students blend the word *press*.

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 6

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 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.



Point to the word *dress*.



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. /d/ /r/ /e/ /s/ = dress. Let’s blend it together now using our **Double Decker Elkonin Boxes**.

Lesson 6



DO

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.



SAY

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



DO

Point to the word *bell*. 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 bell. One more. What would the word be if I changed the /b/ sound to the /w/ sound?



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 "well". Great thinking! Awesome job reading the words today!

Lesson 6



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.

Lesson 6

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.



Point to the words.



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.



Partner students.



You and your partner work together to decode these words (**bass, pass, kiss, fuss, puff, fell, tell, gill, pill, jazz, fuzz**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.



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.

Lesson 6



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!



Level A Unit 3 Formative Assessment:

- Administer the Level A Unit 3 Formative Assessment. Follow the directions to administer the Formative Assessment for Level A, Unit 3.
- After administering the Level A, Unit 3 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.

Lesson 6

Administration directions:
Level A Unit 3

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 double consonants at the end. 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, pass, pass. You can pass me the ball, pass. Number 2, miss, miss. I miss my friend, miss. Number 3, off, off. Take your coat off, off. Number 4, puff, puff. The train has a puff of smoke, puff. Number 5, tell, tell. Please tell me a bedtime story, tell. Number 6, will, will. Will you be home for dinner? will. Number 7, jazz, jazz. I like to listen to jazz, jazz. Number 8, buzz, buzz. The bee goes buzz, buzz. Number 9, bell, bell. The bell rings to change centers, bell. Number 10, doll, doll. The doll has short hair, doll."</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. Why is the word "fuzz" spelled with two z's?"</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>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 answer the last question.</p> <p>Students pass in their Answer forms.</p>

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

High Frequency Words!

Level A Unit 3 High Frequency Words:

- Given that you need to administer Level A, Unit 3 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.

High Frequency Word List:

- and
- or
- for
- more
- one
- all
- look