

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 Blending skills! When we blend the sounds of the word we put the sounds together just by hearing the sound. If I was to say /s/ /l/ /i/ /m/, when you blend the sounds you get the word slim. Ok?



DO

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



SAY

Think about this word /s/ /w/ /i/ /m/. What is the word if I blend all of these sounds together? Whisper the word 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 think of a word. Provide support as needed.



SAY

Yes. The word is swim.



DO

Repeat Blend 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.

Blend Word List: slim, swim, span, flip, glad



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).



Words with a consonant consonant vowel consonant pattern use a consonant blend. In this unit, students will practice reading consonant blends with short vowel sounds.

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

grid
/g/ /r/ /ɪ/ /d/ = grid

plop
/p/ /l/ /ɒ/ /p/ = plop

bran
/b/ /r/ /ă/ /n/ = bran



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!



SAY

We'll be exploring consonant consonant vowel consonant (CCVC) words that use a consonant blend. Remember, a consonant blend is when two consonants are side by side. When you read them, you hear both of their sounds blend in the word. Today we'll be decoding words that have "blends". Words in this unit will begin with two consonants, then have a vowel, and finish with a consonant. When we read CCVC words, we use the short vowel sound. For example, grid is a CCVC word with a consonant blend, so we read the word /g/ /r/ /i/ /d/ = grid. 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

Let's practice reading our CCVC words!

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!"

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. A consonant blend is when you have 2 consonants next to one another in a word. When this happens, you make the sound of each consonant when reading the word. Let me give you an example.



DO

Point to the word *stun*.



SAY

This word begins with 2 consonants, s-t. Next comes a vowel, u. It ends with another consonant, n. This is a CCVC word or closed syllable, because it ends with a consonant. Because it's a CCVC 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. Remember, when reading a word with a consonant blend, we say the sounds of both consonants. /s/ /t/ /u/ /n/ = *stun*. Let's segment and blend the word together now. Use your **Double Decker Elkonin Boxes**.



DO

Segment and blend the word *stun*.

Lesson 6



Let's look at another word.



Point to the word *skip*.



This word begins with 2 consonants, /s/ and /k/. Next comes a vowel, i. It ends with another consonant, p. This is a CCVC word and a closed syllable, because it ends with a consonant. Because it's a CCVC word, or a closed consonant, I know that I will use the short vowel sound for i, /i/. Remember, when reading a word with a consonant blend, we say the sounds of both consonants. 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. /s/ /k/ /i/ /p/ = skip. Let's blend it together now. Use your **Double Decker Elkonin Boxes**.



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



Great thinking! Awesome job blending the sounds today!

Lesson 6

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 *scan*.

Lesson 6



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 CCVC spelling pattern. We'll use the short vowel sound. Remember, when reading a word with a consonant blend, we say the sounds of both consonants. /s/ /k/ /a/ /n/ = scan. Your turn. Use your **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 "scan". Let's look at the next word. How would you read this word?



Point to the word *brim*. 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 brim. One more.



Point to the word *bran*. 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.

Lesson 6



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!



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!"



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 (**prim, skim, slop, stun, plop**). 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.



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 4 Formative Assessment:

- Administer the Level A Unit 4 Formative Assessment. Follow the directions to administer the Formative Assessment for Level A, Unit 4.
- After administering the Level A, Unit 4 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 4

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 with beginning consonant blends like bl, sn, and st. 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>snap. snap. Snap the cubes together. snap.</i> Number 2. <i>stem. stem. This is the stem of the plant. stem.</i> Number 3. <i>stop. stop. Red means stop. stop.</i> Number 4. <i>spot. spot. Spot the difference. spot.</i> Number 5. <i>spun. spun. The top spun around. spun.</i> Number 6. <i>bled. bled. The cut on my knee bled. bled.</i> Number 7. <i>plum. plum. The plum is ripe. plum.</i> Number 8. <i>grip. grip. Grip the bat tightly. grip.</i> Number 9. <i>tram. tram. Take the tram to the store. tram.</i> Number 10. <i>twinn. twinn. She has a twinn. twinn.</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. What is a consonant blend?"</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>

Page 50 [Click to go to Table of Contents](#)

Analysis protocol		
A	B	C
Spelling	Phoneme	Score
		0 1 2
		0 1 2
		0 1 2
		0 1 2
_ /10 words	D	Open ended question
Unit key points	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 4 High Frequency Words:

- Given that you need to administer Level A, Unit 4 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.

High Frequency Word List:

- was
- two
- her
- were
- are