

## Level A: Unit 4, Lesson 1

### Lesson Objectives: I can ...

- Read and spell consonant-consonant-vowel-consonant words with beginning blends

### Decodable Text for this Lesson

- “Lost”



In this unit, students build on their knowledge of letter-sound relationships by exploring consonant blends at the beginning of words. Consonant-consonant-vowel-consonant (CCVC) words usually use short vowel sounds.

### Differentiation Ideas

Teacher-directed: Ask scaffolded questions when students are working with a partner or alone. Think aloud to help students understand how you know the answers to these questions.

- Look at the word *step*. How do you sound out the word? What sound will the vowel use? What sounds will S-T use?

Practice: Repeat portions of the lesson that would help students to understand the skills.

- Blend and segment these words using double-decker Elkonin boxes: *spin*, *blip*, *grab*.

Acceleration: Ask students to demonstrate more complex skills that build upon the skills explored in the lesson with a partner or independently.

- Teach your partner how to read words with the pattern consonant-consonant-vowel-consonant.

### Blending and Segmenting, 5 minutes



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 the chant one sentence at a time, allowing students to repeat after you.



When we blend the sounds of a word, we put the sounds together. When I say /t/ /r/ /i/ /p/, I can blend the sounds together to say the word *trip*. Listen to the word /k/ /l/ /u/ /b/. Now blend the sounds together. What is the word?



Listen as students think of the word. Provide support as needed.



/k/ /l/ /u/ /b/. Yes, the word is *club*. Listen to these sounds /f/ /l/ /a/ /t/. What is the word?



Ensure students produce the word *flat*. Ensure all students have a chance to share their thinking with a partner or the full group. Repeat practice as time permits: *trip*, *drop*, *plan*.



**Correction Routine:** If students make errors, have the whole group watch as you model. Say the individual sounds in the word while tapping your fingers. Say the word. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

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### Introduce the Sounds, 5 minutes



Some words with the consonant-consonant-vowel-consonant (CCVC) pattern use a beginning consonant blend. The vowel in CCVC words usually uses the short vowel sound. In this unit, students practice reading words with consonant blends and short vowel sounds. Examples: /s/ /t/ /e/ /p/ *step*, /b/ /l/ /i/ /p/ *blip*, /p/ /t/ /o/ /d/ *prod*.



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!”



Say the chant one sentence at a time, allowing students to repeat after you.



Remember that you’ve learned to read vowel-consonant words. You’ve also learned to read consonant-vowel-consonant words. Then you learned to read words with the pattern consonant-vowel-consonant-consonant. Now in this unit, we’re going to learn to read words with another pattern. We’ll explore words with the pattern consonant-consonant-vowel-consonant (or CCVC) words that use a consonant blend. What is a consonant blend? A consonant blend is when two consonants are side by side. When you read them, you hear both of the letter sounds blended in the word. 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, *step* is a CCVC word with a consonant blend, so we read the word /s/ /t/ /e/ /p/ *step*. First, let’s review the short sounds of the vowels.



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

### Blend the Sounds, 5 minutes



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 the chant one sentence at a time, allowing students to repeat after you.



When we blend the sounds in words, it helps us read the words smoothly. A consonant blend is when you have two consonants next to one another in a word. When this happens, say the sound of each consonant when reading the word.



Point to the word *scan*.



This word begins with two consonants, S-C. Next comes a vowel, A. 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 syllable, 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. /s/ /k/ /a/ /n/ *scan*. Segment and blend the word together now using **double-decker Elkonin boxes**.

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Listen as the students blend the word *scan*. Then point to the word *prod*.



This word begins with two consonants, /p/ and /r/. Next comes a vowel, O. It ends with another consonant, D. This is a CCVC word and a closed syllable, because it ends with a consonant. Because it's a CCVC word, or a closed syllable, 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. /p/ /r/ /o/ /d/ *prod*. Segment and blend the word together now using **double-decker Elkonin boxes**.



Listen as students blend the word. Take note of which students can accurately read the word and which students may need reteaching or additional support.

### Read the Words, 5 minutes



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 the chant one sentence at a time, allowing students to repeat after you. Point to the word *stop*.



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, so I know to use the short vowel sound. /s/ /t/ /o/ /p/ *stop*. Your turn. Use **double decker-Elkonin boxes**.



Listen as students read the word.



Yes, the word is *stop*. Look at the next word. How would you read this word?



Point to the word *blog*. Listen as students read the word. Take note of which students can accurately read the word and which students may need reteaching or additional support. Repeat practice with the word *bran*.



**Correction Routine:** If students make errors, have the whole group revisit the spelling for the word. For decodable words: Say, "My turn." Say and sound out the word. If any student missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say, "Your turn." Guide students to record letters for each sound they hear in the word.

### Decode the Words, 5 minutes



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!"

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Say the chant one sentence at a time, allowing students to repeat after you. 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: *spin*, *blip*, *grab*. I'll be by to listen. Use your **double decker-Elkonin boxes**.



Listen as students decode the words. Take note of which students can accurately read the word and which students may need reteaching or additional support.



**Correction Routine:** If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

### Spell the Words, 5 minutes



When we can spell words, we can share our ideas and be understood. 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!"



Say the chant one sentence at a time, allowing students to repeat after you.



The first word is *crab*. How would we spell the word *crab*? Listen to the sounds and match the sound to the correct letter. The word is *crab*. I hear /k/ /r/ /a/ /b/. I know the sound /k/ is made with the letter C. The sound /r/ is made by the letter R. The sound /a/ is made by the letter A. The sound /b/ is made by the letter B. Spell /k/ /r/ /a/ /b/ using the letters C-R-A-B. Get your **whiteboards** and spell the word.



Watch as students spell the word using letter and sound connections.



Yes, when we spell the word *crab* we write the letters C-R-A-B. Now I want to make a new word by changing the ending sound. What would the word be if we changed the /b/ sound in *crab*, to /m/? /k/ /r/ /a/ /m/. Grab your **whiteboard** to write.



Watch as students spell the word using letter and sound connections. Take note of which students can accurately spell the word and which students may need reteaching or additional support.

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**Correction Routine:** If students make errors, have the whole group revisit the spelling for the word. For decodable words: Say, “My turn.” Say and sound out the word. If any student missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say, “Your turn.” Guide students to record letters for each sound they hear in the word.

### High-Frequency Words, 5 minutes



Some words we can sound out now, some words we’ll learn how to sound out later, and some words are rule-breakers so we can’t sound them 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!”



Say the chant one sentence at a time, allowing students to repeat after you.



Today, we’re learning one new word.



Display the word *was*.



If we were trying to sound out this word, we’d notice that it’s a CVC word and would use a short vowel sound /a/ and the S sound /s/. We’d try /w/ /a/ /s/. The A in this word actually makes the short vowel U sound /u/. The S makes a /z/ sound. W-A-S is pronounced /w/ /u/ /z/ *was*. Say it with me.



Ensure students correctly pronounce the word. Then review previously learned high-frequency words.



**Correction Routine:** If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

### Decodable Text, 15 minutes



Now let’s read using the rule we practiced today! I’m going to read the text aloud to you. Look for words that follow our new rule.



Use the decodable text listed for this lesson to practice using new skills. Read the passage aloud, pausing to point to the words used in this lesson and other words that follow the new skill.



Great reading! Do you see the words that we practiced today?



Ensure students are able to recognize words in text that follow the rule. Then, read the text again, reading straight through.

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Now you're going to help me read. I'll read a phrase at a time, and you will echo-read after me.



Echo-read the text, line by line or phrase by phrase. Take note of any students who need additional support or reteaching.

### Response to Text, 10 minutes



Great work today! We learned a new rule to help us read words. Then we practiced the new skill by reading. Now we're going to discuss some comprehension questions.



Use these text-dependent questions to discuss the text. Take note of any students needing additional support or reteaching.

1. How did Dom get lost?
2. Where was Mom?
3. What do Dom and his mom do?
4. How might Dom feel at the beginning? Middle? End?