

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 please, when you segment the sounds you say /p/ /l/ /e/ /s/. Ok?



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



Think about this word freeze. 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 2



DO

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



SAY

Ok, let's hear them. Think about these word freeze, what sounds make the word freeze? /f/ /r/ /e/ /z/.



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: asleep, fleece, beaver, wreath



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.

Introduce the sounds!



When we understand the long vowel sounds, it helps us understand the spelling patterns we use to make the long vowel sound. In this unit, we focus on the long e vowel sound. We learned that you can make a long a from an open syllable, or from a bossy e, or from vowel pairs.

For example, here has a bossy e and makes the long vowel sound, /ē/, so we read the word /h/ /ē/ /r/ = here.

here	theme	gene
/h/ /ē/ /r/ = here	/th/ /ē/ /m/ = theme	/g/ /ē/ /n/ = gene



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!



Remember, in this unit, we're learning all about the long vowel sounds and what spelling patterns we use to make the long vowel sound. We learned that you can make a long e vowel sound from an open syllable or from a bossy e. You can also make a long e sound using the spelling pattern, e-e.



Show the **Sound Letter card e-e**.



E-e says /e/, the long vowel sound for e, like bee in a tree. For example, bee use the spelling e-e and makes the long vowel sound, /e/, so we read the word /b/ /e/ = bee. Let's review all our sound letter cards including our new card, e-e.



Flip through and review all the sound spelling cards students have learned so far including the new card from today. (**Sound Letter Cards: a, e, i, o, u, wh, sh, ch, ng, ck, ph, qu, ai, ay**)



Let's practice reading our new word pattern!

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!"



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. When you see the vowel pair, e-e, it makes the long vowel sound /e/.



DO

Point to the word *feed*.

Lesson 2



I notice that this word uses the vowel team e-e to say /e/. The word begins with the consonant /f/, vowel team e-e says /e/, and final consonant d says /d/. The words says /f/ /e/ /d/ = "feed". Remember to feed your dog before school. Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



Segment and blend the word *feed* using the **Double Decker Elkonin Boxes**.



Why is this word read as /f/ /e/ /d/ = "feed"?



Listen as students explain the vowel team e-e.



Smart explanations! Let's look at another word.



Point to the word *sweet*.



This word begins with a consonant blend s-w, /s/ /w/. Next comes a vowel team, e-e says /e/. The final consonant says /t/. What happens when we have this spelling pattern? Let's blend it together now using our **Double Decker Elkonin Boxes**.



Listen as students explain the rule.

Lesson 2



Yes! The e-e makes the long vowel sound. What's this word?



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



The vowel team e-e makes the long e sound /e/. We have /s/ /w/ /e/ /t/. The word is "sweet". Great thinking while 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.

Lesson 2



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 *reef*.



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 vowel pair, e-e. Underline the e-e to remind us the vowel pair sticks together. We'll use the long vowel sound. Your turn using the **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.



/r/ /e/ /f/ = "reef". Yes, the word is "reef". Let's look at the next word. How would you read this word?



Point to the word *wheel*.

Lesson 2



Look at this spelling pattern! I see a consonant digraph, and a vowel pair, e-e. Underline your consonant digraph and your vowel pair to remember they stick together. How will you read this word?



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 “wheel”.



Display the sentence:
See the three bees asleep on my feet!



Take a couple minutes to read this sentence with your partner. All of the words follow rules you’ve learned or are High Frequency Words you’ve learned. Raise your hands when you have the whole sentence read and I’ll come listen. You can do it!



Monitor and assist. You may support by asking students to recognize the spelling pattern, prompting students to use the long or short vowel sound, asking students to underline letters that stick together, etc.

Lesson 2



I'll read it aloud as you read it with me.



Read sentence.



The vowel team e-e makes the long e sound /e/. Those brains are growing!

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 2

Let's practice decoding the sounds in words today!



SAY

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 (**seek, reef, creek, speed**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.



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.

Lesson 2



Excellent work applying our new rule to 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!



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!"



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

Lesson 2



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. The word is heed. How would we spell the word heed? Let's listen to the sounds and match the sound to the correct letter. The word is "heed". I hear /h/ /e/ /d/. I know that sound for /h/ = h and the sound for /e/ can be spelled = e-e. I hear a /d/ sound at the end. Grab your **whiteboards** to 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.



SAY

Yes, when we spell the word heed we write the letters h-e-e-d. Now I want to make a new word by changing the final consonant sound. What would the word be if we changed the /d/ sound in heed, to the /l/ sound? /h/ /e/ /l/. Grab your **whiteboards** and write the word.

Lesson 2



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 final sound from /d/ in heed to /l/ we write the letters for the word "heel". The vowel partners e-e make the e say the long vowel sound. 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 1 new word that uses o-r to say /er/.



DO

Display the word *work*.



SAY

This word begins with /w/, then the unusual o-r sound of /er/. Read this word with me. /w/ /er/ /k/.



DO

Listen to responses.

Lesson 2



Yes! “work”. Work is so fun because I’m here with you! Read it again.



Point to *work* and listen to students read. Students should use their **Double Decker Elkonin Boxes**.



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 1 new high frequency word today.

High Frequency Word List: work



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.