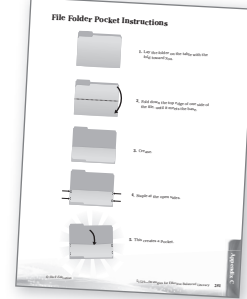


Objective

Students will produce by blending and segmenting consonant-vowel-consonant words, rime families, and blends.

Preparation

1. Create a list of words on which you want students to focus. (CVC words, such as *tan*, *bed*, *pig*, *dog*, and *bus*; rime family words, such as *bug*, *dug*, *hug*, *mug*, *rug*, and *tug*; or words with blends, such as *clam*, *clap*, *clip*, *class*, *clay*, and *club*)



37 High-Frequency Phonograms

-ack	-ail	-ain	-ake	-ale
-ame	-an	-ank	-ap	-ash
-at	-ate	-aw	-ay	-eat
-ell	-est	-ice	-ick	-ide
-ight	-ill	-in	-ine	-ing
-ink	-ip	-it	-ock	-oke
-op	-ore	-ot	-uck	-ug
-ump	-unk			

2. Create strips of paper with the individual letters, rimes, and/or blends needed for the words. For the CVC words have *t*, *a*, *n*, *b*, *e*, *d*, *p*, *i*, and *g* available; for rimes have */b/*, */d/*, */g/*, */h/*, */m/*, */r/*, */t/*, and */u/* available; and for blends have */cl/*, */ck/*, */sm/*, */ph/*, and */dr/* available.
3. Make copies of the strips for students and distribute them.
4. Distribute a pocket folder to each student. Have the pocket folder on display where all students can see it. See *File Folder Pocket Instructions* (pocketfolder.pdf).

Procedure

1. Use the pocket chart to model how to choose the letters needed to spell a word, based on what the students hear as they blend across the word. For example, say the word *bug* and show students how you slowly say the word to hear each sound.
2. Pick the needed letters, such as /b/-/u/-/g/, and place them in the pocket chart.
3. Ask students to do the same with their letters and pocket folders.
4. Continue reading words aloud, asking students to place the correct letters in their pocket folders. Have students hold their folders above their heads, facing you, for a quick accuracy check. Provide the correct spelling in the hanging pocket chart, asking students to self-check and self-correct as needed.

Extend the lesson by having students make any words not already used with the letters in front of them. Have students share their words.

Differentiation: Give **below-level students** single consonants (/b/, /d/, /h/, /s/, /w/, /m/) and **above-level students** blends and digraphs (/st/, /dr/, /ch/, /sk/, /sp/). In this way, the whole class is looking at the same rime family, but being challenged appropriately for their specific needs.

✓ **Assessment Check:** Keep track of who has difficulty placing the letters in the correct order. Additional practice may be needed.