

PHONICS

Clusters with s

Objective:

- Blend and segment phonemes (Phonemic Awareness)
- Associate the clusters *sc, sk, sl, sm, sn*
- Associate the sound /e/ with the letter e
- Blend and read words with *s* clusters, short *e*, and *kn, wr, gn*

Review S/S cards: seal, cat, kangaroo, lion, mouse, noodle, elephant, tiger
(*Touch the picture and say: Name of the card, sound. Touch each spelling and say: spelling.*)

Orientation:

- **T:** B/Gs, I'm going to say some words that have the /s/ sound along with another consonant we just reviewed. When two consonants come together we call that a consonant cluster. I want you to listen to the sounds in the consonant cluster, then repeat sounds when I give you the hand cue.
Then, I'll give you a hand signal, and say "blend." Then all together in one voice, you will blend the sounds.
When I say, "What's the word?" Say the word in one voice.

Presentation:

Developing Phonemic Awareness

- **T:** Let's begin: /s/ /l/ /e/ /d/
- **Ss:** /s/ /l/ /e/ /d/
- **T:** Blend
- **Ss:** *sled*
- **T:** What's the word?
- **Ss:** sled

(Repeat with: *spell, snap, swim, step, smock, skin, scat.*)

Connecting Sounds to Letters

Display picture cards: say each picture name emphasizing initial consonant cluster.

- **T: This is a scarf. (Show picture card.) /s/ /c/ arf. The word *scarf* begins with The consonant cluster *sc*. It makes the sounds /s/ /c/**
(Repeat procedure for these words.)
/s/ /k/ ate, /s/ /l/ ed, /s/ /m/ ell, /s/ /n/ ow,
/s/ /p/ ot, /s/ /t/ em, /s/ /w/ im

(Write *sl* on the board above picture for *sled*.)

- **T: B/Gs these letters *s* and *l* spell the sounds /s/ /l/ you hear at the beginning of *sled*.**
- **T: Let's say the sounds together: /s/ /l/**
(repeat with *scarf, skate, smell, snow, spot, stem, swim*)
- **T: Each word begins with the /s/ sound and another sound. (T point to the written words and the beginning sounds. Point out that *scarf* and *skate* have the same two beginning sounds but one is spelled with *c* and the other is spelled with *k*.**
(Point to the S/S card Cat and Kangaroo.)

Highly Structured Practice

T: B/G now I want you to listen carefully to the beginning sounds of the words I say. See if you can figure out the two beginning spellings.

- | | |
|--------------------|----------|
| ▪ T: /s/ /m/ ash | Ss: s, m |
| ▪ T: /s/ /k/ unk | Ss: s, k |
| ▪ T: /s/ /p/ ilder | Ss: s, p |
| ▪ T: /s/ /w/ eep | Ss: s, w |
| ▪ T: /s/ /t/ amp | Ss: s, t |
| ▪ T: /s/ /n/ ail | Ss: s, n |
| ▪ T: /s/ /c/ out | Ss: s, c |
| ▪ T: /s/ /l/ ept | Ss: s, l |

(Write the letters *sk, sp, and st*)

- **T: Sometimes these letters can come at the end of words. What two sounds do you hear at the end *fa* /s/ /t/?**
(Repeat with *wa* /s/ /p/, *de* /s/ /k/.)

Checking Understanding

(Write *sc, sk, sl, sm, sn, sp, st, sw* on the board.)

- **T: What spellings do you hear at the beginning of *snake*?**
(Repeat with *sleep, sky, smart, spot, swing, still, scale*.)

Connect Sounds to Spelling and Writing

- **T: Take out your white boards. Make two boxes like mine and then write ick. The first word we will make is stick. Say the word.**
- **Ss: stick**
- **T: In the boxes write the sounds you hear at the beginning of stick. Let's say the sounds together as we write the spelling in the box.**
- **T: What did you write? Show me.**
(Students show their white board. For misspelled words, repeat the word emphasizing the /s/ /t/ ick.)
(Repeat for *spin, skid, smog, swap, slot.*)

Highly Structured to Guided Practice

Completing the Practice Book is a highly structured practice activity that moves to guided practice depending on teacher's observation of student needs.

- **Teacher: Let's name the first picture.**
- **Ss: scarf**
(If the children don't know what the picture is tell them it's a scarf. The focus needs to stay on the objective of associating the consonant clusters with their sounds.)
- **T: Look at the three different spellings under the picture. Let's blend the sounds and then pick the spelling that begins like the word scarf.**
- **Ss: /s/ /c/ /s/ /l/ /s/ /t/**
- **T: Circle the spellings for the sounds you hear at the beginning of scarf.**
(Teacher gives corrective feedback)
(Continue same procedure through the rest of the page.)

PHONICS

Blending More Short e Words

Connecting Sounds to Letters

ORIENTATION:

T: B/Gs now we are going to practice blending words with the short e sound. Let's Review the elephant card.

- **What's the name of this card?** *elephant*
- **What's the sound?** (/e/)
- **What's the spelling?** (e)

We hear this sound at the beginning of the word *elephant*.

We also hear the sound in the middle of the word *vet*.

(Repeat for rehearsal)

PRESENTATION:

Quickly review the Sound Spelling Cards elephant, lion, mouse, tiger.

T: We are going to blend words that have vowel /e/ (Point to the e card.) and the /l/, /m/ and /t/ (Point to each card as the sound is made). Let's practice these sounds. As I point to the letter say the sound. (Point to each letter and have the children say the sound.

Every word needs a vowel. The vowel sound in the words we will blend today is (point to the e card). What sound does the vowel make? /e/

(Write the letter s. Point to the letter.)

- **T: Sound**
- **Ss: /s/**

(Write the letter t. Point to the letter.)

- **T: Sound**
- **Ss: /t/**

(Write the letter e. Point to the letter.)

- **T: Sound**
- **Ss: /e/**

(Sweep hand under the *ste*)

- **T: Blend**

(Write the letter *m*)

- **T: Sound**
- **Ss: /m/**

(sweep hand under the word)

- **T: Blend**
- **Ss: stem**
- **T: Read the word as if you were saying it.**
- **Ss: stem**
- **T: Who would like to use the word *stem* in a sentence?**

(Repeat the routine with the words *smell*, *speck*, *dress*, and *rest*.)

Reread the words for rehearsal

HIGHLY STRUCTURED PRACTICE:

Connect Sounds to Spelling and Writing

Use letter cards *e*, *g*, *l*, *p*, *s*, *t*, *w* or have the students use pencil and paper for this activity and write the letters in correct form on the board.

- **T: Let's write some words using the short e and the consonant we've been working on.**
Listen to the words I say, repeat the word.
Listen to sounds you hear in the word.
Check the cards and write the spelling.
- **T: *step***
- **Ss: *step***

(Pronounce the word sound by sound)

- **T: What's the first sound? Check the Sound/Spelling Card.**
(Point to the elephant card)
- **T: Write (or put) the spelling for /e/ sound.**
- **T: What's the second sound? Check the Sound/Spelling Card.**
(Point to the tiger card)
- **Write (or put) the spelling for that sound.**

(Continue to spell the word sound by sound. Then write the word on the board and have children check their work.)

Follow the same procedure for *pet*, *spell*, *leg*, *swell*.

- **T: Now, listen and repeat the sentence. *Yes, Ed spells well.***
- **Ss: *Yes, Ed spells well.***
- **T: Write the first word. *Yes.* Say the first sound. Check the card, Write the spelling.
Say the second sound. Check the card. Write the spelling.
Say the last sound. Check the card. Write the spelling**

(Continue to dictate each word using the same procedure.)

(When the sentence has been written, write the sentence on the board and have children check their work to correct any misspellings.)

HIGHLY STRUCTURED TO GUIDED PRACTICE:

Completing the Practice Book is a highly structured practice activity that moves to guided practice depending on teacher's observation of student needs.

Practice Book pages 163-164.

- **T: On this practice book page we are going to be listening for words the have the /e/ sound. Let's look at the elephant card. What's the sound?**
- **Ss: /e/**
- **T: Remember to use the elephant card to remind you of the sound /e/. We will name the picture and listen for the /e/ sound. If the picture name has the /e/ sound, write the spelling on the line.**
- **T: B/Gs let's look at the first picture. Name the picture.**
- **Ss: sweater**
- **T: Do you hear the /e/ in sweater?**
- **Ss: Yes.**
- **Ts: Write the spelling e on the line.**
- **T: Look at the 2nd picture. Name the picture.**

(Continue same procedure through the most of the page in this manner. Then move to more guided practice.)

- **T: B/Gs, do the next one on your own. Look at the picture. If you hear the /e/ write the spelling for /e/.**

(When students do them on their own. Give immediate feedback to the class. Ask the students to name the picture and tell whether it has the short e sound.)

