

Line 1	at	hat	sat	man
Line 2	mad	dad	sad	sand
Line 3	mat	mast	had	hand
Line 4	add	and	sad	stand
Line 5	Sam	Matt	Tad	Stan

**Lines 1–5** /a/ spelled *a*; /d/ spelled *d*; /h/ spelled *h\_*; /m/ spelled *m*; /n/ spelled *n*; /s/ spelled *s*; /t/ spelled *t*

- ◆ After blending the words in Line 1, have students identify the common rime. *at* Have them identify the different consonant sound/spellings in each word.
- ◆ After blending the words in Line 2, have students identify the word in the line that does not build on the *ad* rime. *sand*
- ◆ After blending the words in Line 3, have students notice the spelling differences in the pairs of words in the line.
- ◆ After blending the words in Line 4, point out the double consonant spelling for /d/ in the word *add*. Ask students what sound *dd* makes. /d/ Remind them that when a word has double consonants, the two letters make one sound. Point out the initial consonant blend in the word *stand*. Explain that the letters *st* come together in many words, but each letter makes its own sound, /s/ and /t/.
- ◆ After blending the words in Line 5, have students tell why each word in the line is capitalized. *They are proper nouns. They are people's names.*



### Teacher Tip

**SOUND-BY-SOUND BLENDING** For sound-by-sound blending, blend through the vowel. Then write the subsequent spellings. After students give the sound for the final spelling, have them blend all the sounds and spellings to read the word.

### Developing Oral Language

- ◆ Point to a word in one of the word lines, and have the class read the word. Ask a student to use the word in a sentence. Then have another student extend the sentence by telling *when, where, how, why, or who*.

- ◆ Choose a word from the word lines, and make up a clue for the word. Ask students to respond with the word that matches the clue. For example: *This is the name for a part of the body. hand* This word rhymes with *past* but begins with /m/. *mast* This word is the opposite of *happy*. *sad*



### Teacher Tip

**STUDENT RESPONSES** For all the activities, shift between whole-group and individual responses. This will help you find out who can blend well and who is letting their peers lead the responses.

ROUTINE

2

### Dictation

- ◆ Use Routine 2, the sounds-in-sequence dictation routine, to dictate the following words for students to write.
  - Say the word, use it in a sentence, and repeat the word.
  - Have students say the word.
  - Have students check the **Sound/Spelling Cards** and say the spelling for the sound.
  - Have students write the spelling.
  - Complete the spelling of the word with the remaining sounds and spellings.

Line 1	am	ham
Line 2	an	tan
Line 3	mats	mast

- ◆ After each line, write the words on the board. Have students use their proofreading pencils to proofread the words. Tell them that if they have misspelled a word, they should circle—not erase—the word and write it correctly, either above or beside the misspelled word.



### Teacher Tip

**PROOFREADING** You may want students to proofread after each word so they have a chance of doing better on the next word. Be sure to use the word *proofreading* with students, and encourage them to use the word as well. Throughout this program, they will hear and use this word in Writing as well as in Dictation.