

Lines 1–5 /i/ spelled *i*; /b/ spelled *b*; /k/ spelled *c* and *k*;
/l/ spelled *l* and *ll*; /p/ spelled *p*; /r/ spelled *r*

- ◆ After blending the words in Line 1, have students notice that each pair of words differs by only the vowel sound.
- ◆ After blending the words in Line 2, ask students to identify the sound for the *ll* spelling in the words. Remind them that when a double consonant spelling comes at the end of a word, it makes only one sound.
- ◆ After blending the words in Line 3, explain that the consonant letters *c* and *l* come together at the beginning of many words and that each spelling makes its own sound. When there are two or more consonant spellings together and each makes its own sound, it is called a consonant blend.
- ◆ After blending the words in Line 4, ask students to count the sounds in the words *kiss* and *kid*. Have them notice that each word has three sounds, even though *kiss* has four letters. Have them do the same for the words *class* and *clam*.
- ◆ After blending the words in Line 5, have students identify the initial consonant blends in each word. Have them say the sounds in the blends to reinforce that letters in blends retain their own sounds.



Teacher Tip

BLENDED If students have difficulty with whole-word blending, use Routine 1, the sound-by-sound blending routine. After blending the words in each line, have students reread the line naturally as if they were speaking.

Developing Oral Language

- ◆ Choose a word from one of the word lines, and make up a clue for the word. Ask students to respond with the word that matches the clue. For example: *I am thinking of something that is used in the kitchen. pan This word means the same as sick. ill This word rhymes with tin. pin*

- ◆ 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*.



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.

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. Then have students say the word.
 - Have students check the **Sound/Spelling Cards** and say the spelling for the sound.
 - Have them write the spelling.
 - Complete the spelling of the word with the remaining sounds and spellings.

Line 1	dip	drip	slip
Line 2	cab	kit	list
Line 3	brim	skip	skill

- ◆ 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 the word and write it correctly, either above or beside the misspelled word.



Teacher Tip

DICTATION Because students may not know the spelling for /k/ in the words you dictate, encourage them to ask *Which spelling?* when you come to words with this sound.