

Use the following blending strategies with students to blend the words in the word lines. More information about blending strategies can be found on Appendix pages 16–17. Review the items under About the Words for more information about the words in the word lines.

- Use **Sound-by-Sound Blending** with Lines 1 and 2.
 - For the first word in Line 1, write the spelling of the first sound in the word *bat*, which is *b*. Point to the spelling, and have students say the sound, /b/.
 - Write the next spelling, which is *a*, and ask students to say the sound, /a/.
 - Moving your finger from left to right under each spelling, make a blending motion and have students blend the word through the vowel, saying /ba/.
 - Write the final spelling, *t*, and ask students to say the sound, /t/.
 - Moving your finger from left to right under each spelling, have students say all three sounds and blend the word, *bat*.
 - Repeat the blending motion more rapidly, leading students to read the word naturally.
 - Repeat this procedure for the rest of the words in Line 1.
 - After blending the last word of the line, ask students to reread the whole line quickly, left to right.
 - Continue the Sound-by-Sound Blending routine for Line 2. Have students find each new spelling on the **Sound/Spelling Cards** to make sure they know how to use the cards.
- Use **Whole-Word Blending** with Lines 3 and 4.
 - For the first word in Line 3, write the whole word, *sip*, on the board.
 - As you point to each spelling in the word *sip*, have students say each sound.
 - Move your finger from left to right as students blend all of the sounds to read the word, *sip*.
 - Then have students say the word again naturally.
 - After blending the last word of the line, ask students to reread the whole line quickly, left to right.
 - Continue the Whole-Word Blending routine for Line 4.
- For Line 5, ask students to simply read the words if they can. If they have trouble, do whole-word

blending to help them read the word. After reading the last word of the line, ask students to reread the whole line quickly, left to right. Then, have students read each column, paying careful attention to the short vowel sounds.

Line 1:	bat	sat	cat	pan	fan	van
Line 2:	red	bed	jet	get	wet	yet
Line 3:	sip	zip	lips	kids	kit	quit
Line 4:	fox	box	hot	hop	dog	dots
Line 5:	cut	cup	mud	mug	run	rub

About the Words

The words in Lines 1–5 review a different short vowel in each line as well as several consonant sound/ spellings.

- **Line 1:** Contrast the initial sounds of *sat* and *cat* to point out that *c* usually makes the /k/ sound. Contrast the initial sounds of *bat* and *van* to point out to English Language Learners the difference between these two sounds in English. Have students watch your lips as you make the /b/ sound with your lips together. This is in contrast to /v/, where the teeth are resting on the lower lip and the sound vibrates.
- **Line 2:** Use *bed* to point out the contrast between the appearance of *b* and *d*. Contrast the initial sounds of *jet* and *get* to point out that *g* usually makes the /g/ sound. Contrast *wet* and *yet*. Remind students to check the **Sound/Spelling Cards** if they are unsure of any sounds or spellings.
- **Line 3:** Contrast the initial sounds of *sip* and *zip* to point out the difference in English. Ask students what the letter *s* at the end of *lips* and *kids* tells them. (*They are plural.*) If necessary, ask students what one of these would be called. Then tell them that to make more than one, an *s* is added to the words. In one word the *s* says /s/, and in the other it says /z/. Contrast the initial sounds of *kit* and *quit* to point out the /kw/ sound of *qu*_.
- **Line 4:** Beginning with *hot* and *hop*, point out to students the importance of paying careful attention to the end of a word.
- **Line 5:** Continue stressing the importance of word endings by using the word pairs in Line 5. Ask students to identify how *cut* and *cup* are the same