

Blending

- ◆ Review **Sound/Spelling Cards** 27–31 with students. Then use Routine 2, the whole-word blending process, to have students read Lines 1–5.
- ◆ Have students read the sentences using normal intonation and expression. If students have difficulty reading a sentence, stop and use Routine 3, the blending sentences process.

Developing Oral Language

Use one or both of these activities to help students practice reading the words from the blending lines.

- Give a clue for each word in Lines 1–5. Then ask students to identify the word. Examples: The pupil studies hard in school. It was a hot and humid day. Continue for all the words in Lines 1–5.
- Ask a student to choose a word, identify the sound/spelling, and then use the word in a sentence. **Possible Answer** /i/ spelled i in blind; Many blind people have guide dogs. Continue for all the words in Lines 1–5.
- Point to the word *fine* in Line 3. Have students read it aloud. Then erase the *e*, making the word *fin*. Ask students what happens to the vowel sound when the final *e* is removed. **The vowel sound becomes short.** Have students come up with examples of /ā/, /ē/, /ī/, /ō/, and /ū/ vowels that become short when the final *e* is removed. **Possible Answers** rat, rate; pet, Pete; bit, bite; hop, hope; hug, huge

ROUTINE ROUTINE ROUTINE

Dictation

6 7 8

- ◆ Follow Routine 7 for whole-word dictation. When dictating words, say the word, use the word in a sentence, and then repeat the word.
- ◆ Follow Routine 8 for dictating sentences. When dictating sentences, say the sentence. Next, dictate one word at a time, following Routine 6 for sounds-in-sequence dictation or Routine 7 for whole-word dictation, depending upon your students' needs. Have students proofread for correct spelling, capitalization, and end punctuation.
- ◆ Dictate the following words and sentence for students to write.

Line 1	able	icon	stripe
Line 2	ago	human	place
Challenge Word	ecology		
Sentence	Pete is going to take his dog to the park.		



Teacher Tips

SOUND/SPELLING CARDS With multiple spellings for a sound, it is especially important that students ask “Which spelling?” when they are unsure about which spelling to use in a given word. Remind them to use **Sound/Spelling Cards** and to ask for help when they need it.

BLENDING During Workshop, work with students who have difficulty blending words by using Routine 1 for sound-by-sound blending or Routine 2 for whole-word blending.

Differentiating Instruction

English Learner

IF . . . students are native speakers of Vietnamese, Hmong, Cantonese, or other tonal languages in which intonation determines word meaning, **THEN . . .** they will need extra help understanding the role of intonation in English and in producing correct sentence intonation.

IF . . . students have difficulty writing the dictated sentence, **THEN . . .** have them write each of the sentences' words on a separate index card. Slowly dictate each sentence. Students should place the cards in the correct order to show the sentences.