

## Blending

Have the students blend the words and sentences that appear below. For a complete discussion of blending, see the Appendix on page 16.

Line 1:	April	able	paper	staple
Line 2:	late	skate	sale	whale
Line 3:	came	trade	shake	chase
Line 4:	mad	made	plan	plane
Sentence 1:	The table is made <u>of</u> maple.			
Sentence 2:	Kate and Jane ate pancakes and bacon <u>together</u> .			
Sentence 3:	Dale got skates and games at the yard sale.			

### About the Words and Sentences

**Line 1:** Blend the words, syllable by syllable, with the /ā/ sound at the end of the first syllable; for example, A—*pril*, *April*. After students have blended the words in Line 1, ask what they notice about the words. Point out that all the words have two syllables and that the /ā/ sound occurs at the end of a syllable. Tell them that the long a sound is spelled *a*. When blending *staple*, write *le* as a unit. Have the students clap the syllables for each word. Have students point out additional words that have the long a sound.

**Lines 2–3:** Build the word *late* as follows: Write the letter *l* and ask the students what sound it makes. Then write *a\_e* and blend through the vowel: /l—/ā/, *la*. Then write *t* in the blank and have the students say the /t/ sound. Blend the whole word. Repeat the process with the other words in Lines 2 and 3. It is important to write the spelling *a\_e* as a unit to signal the students to give the /ā/ sound.

**Line 4:** Contrast the short a and the long a spelling patterns. Again, write *a\_e* as a unit before having students give the sound. Point out that the letter *e* makes the vowel say its long sound. Give some other examples such as *can*, *cane*; *cap*, *cape*; *at*, *ate*.

**Sentences 1–3:** Write the sentences. Have the students blend the words and read the sentences several times to build fluency.

**Sentence 2:** Teach the high-frequency word *together* to the students. Remind them that there are some words for which they will not be able to blend the sounds because the spellings don't make regular sounds. Write the word *together* on the board, and ask the students if anyone recognizes it. If so, have them say the word and use it in a sentence. If not, read the word *together* for the students, have them repeat it, spell it together, and say it again. Then have volunteers use the word in sentences. Write the word *together* on an index card and put it in the High-Frequency Word Bank.



#### Routine Card

Refer to the procedures for blending by using the following *Routines*: *Routine 2* for sound-by-sound blending, *Routine 4* for whole-word blending, and *Routine 3* for blending sentences.



#### Teacher Tip SYLLABICATION To

help students blend the words and build fluency, use the syllabication below of the words in the wordlines.

A • pril	a • ble
pa • per	sta • ple



#### Teacher Tip VISUAL CUE Draw an

arrow from the e to the a in *cane* to show the e helping the a say its name.