Theme: Our Neighborhood at Work

Blending

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

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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

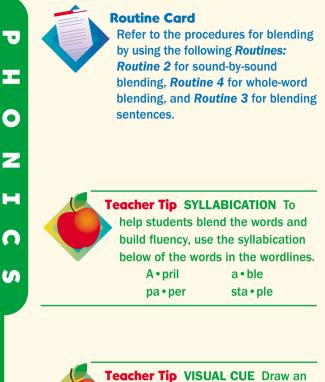
Line 1: Blend the words, syllable by syllable, with the $/\bar{a}/$ sound at the end of the first syllable; for example, *A*—*pril*, *April*. After students have blended the words in Line 1, ask what they notice about the words. Point out that all the words have two syllables and that the $/\bar{a}/$ 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 *I* and ask the students what sound it makes. Then write a_e and blend through the vowel: $/l/-/\bar{a}/$, *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 $/\bar{a}/$ 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.



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