

A detailed Materials list and Objectives make planning easy.

Step-by-step, teacher-led lessons introduce each student page.

"Minis" of the student pages help with preparation and quick answer checks.

Initial **s** Blends

MATERIALS

Reading Rods Consonant **s** (blue); Consonant blends **sc**, **sk**, **sl**, **sm**, **sn**, **sp**, **st**, **sw** (green); Word families **-ack**, **-ell**, **-ing**, **-ip**, **-it**, **-ock**, **-old**, **-ore** (yellow); Blackline Master 1

OBJECTIVE

To build and sort words beginning with **s** blends

Introduce the Concept

Invite students to explore their Reading Rods. Remind them that the blue Reading Rods are single consonants, and guide them to understand that the green Reading Rods are consonant blends. Write some words with **s** blends on the board, such as *stop*, *scale*, *skin*, *snap*, and *spot*. Read the words slowly, emphasizing the two sounds of the initial blends. Point out that the **s** and **t** sounds blend together in *stop*. Tell students that in this activity, they will use Reading Rods to create words with **s** blends.

Teach the Concept

Inform students that they will begin the activity by spelling two words, *sell* and *smell*. Have them listen to the beginning sounds as you say the words in parts: /s//ell/ and /sm//ell/.

Help students connect the blue rod **s** and the yellow rod **-ell** to spell *sell*. Then help them connect the green rod **sm** and the yellow rod **-ell** to spell *smell*. Make sure they understand that there is one letter sound at the beginning of *sell* [/s/] and two letter sounds at the beginning of *smell* [/s//m/].

After students have formed *sell* and *smell*, write the words on the chalkboard. Ask students to check the spelling of the words they built. Distribute copies of Blackline Master 1 and have students record the words on word cards. Repeat this procedure until they have built and recorded these words: *sell*, *smell*, *spell*; *sack*, *snack*, *stack*; *sold*, *scold*; *sing*, *swing*, *sting*; *sip*, *skip*, *slip*; *sore*, *score*, *snore*; *sit*, *skit*, *spit*; *sack*, *smock*, *stock*. Encourage students to think of ways to sort the words, such as by blend. [**sc** words: *scold*, *score*; **sk** words: *skip*, *skit*; and so forth]

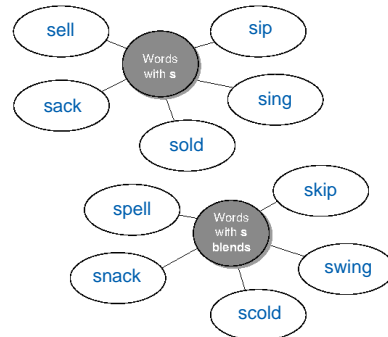
72 Unit 5



s with Another Letter

Use and . Build words that start with **s**. Fill in the word web.

Use and . Build words that start with **s** blends. Fill in the word web.



Circle the **s** blends that you used.



72

To build words that start with **s** blends, use a graphic organizer.

Sample answers.

Assess Understanding

Choose three new words with an initial **s** blend, such as *store*, *sniff*, and *swoop*. Say the words slowly in parts. Have students build the words with their Reading Rods. Observe their strategies as they spell the two sounds in the blends. Ask them to explain their spelling strategies.

Extend the Concept

s Blends Display page 72 in the *Reading Rods Phonics Student Activity Book*. Explain that students will be creating words beginning with **s** and **s** blends. Discuss how to use the word webs. Demonstrate how to build and record *sell* and *spell* in the webs.

Making Words: Spelling s Blend Words Ask students to find the letters **s**, **s**, **l**, **l**, **t**, **m**, **e**, and **a**. Tell them they are going to spell several words with these letters. Have them record the words. Ask them to spell the two-letter word *at*. Have them add or change letters to build *all*, *tall*, *tell*, *sell*, *smell*, *small*, *stall*, and *stale*. Challenge them to use all the letters to form a word. [*smallest*] When they are done, sort the **s**-blend words together. [*smell*, *small*, *smallest*; *stall*, *stale*]

On-the-spot assessment suggestions help track student progress and understanding.

Activity Extensions provide creative and continued practice.

Teachers easily prompt students through each Unit's writing activity with concise instructions and questioning techniques.

Unit 5 and Me

Prepare Students for Journal Writing

Display page 86 in the *Reading Rods Phonics Student Activity Book*. Read the page together. *What are the four seasons? What things do you like about winter? What things don't you like about it? What do you do outside in winter?* Invite students to write about their favorite season. Encourage them to use the contractions and words in the Idea Box as they write. Point out the apostrophe in *don't*, **sk** at the beginning of *skate*, **ch** at the end of *beach*, and **tch** at the end of *catch*. Remind them that they learned how to spell these words in Unit 5.

Assess Understanding

Ask individual students to read you their journal entries. Look for words that provide an opportunity to make a connection between the phonics skills they have been learning in Unit 5 and their writing. Challenge them to find the following on the page:

- words that begin with a consonant blend [*skate, sled, swim, spring, snow, sled, travel*]
- words that begin or end with a consonant digraph [*shovel, beach*]
- words with a final consonant pattern [*spring, camp, catch*]
- contractions [*don't, can't*]

If you wish to assess and maintain skills taught in previous units, you might have students find the following:

- two-syllable words [*travel, shovel*]
- short vowel words [*spring, swim, sled, camp, travel, catch*]
- verbs that are activity words [*skate, swim, shovel, catch*]

Unit 5 and Me

What do you like to do outside? What season do you like best? Write about it! Use words from the Idea Box to help you.

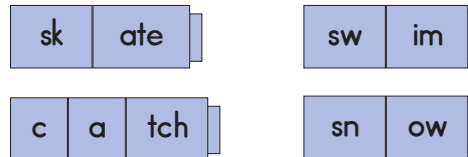
Idea Box			
skate	sled	travel	beach
spring	camp	shovel	snow
swim	don't	catch	can't

Answers will vary.

86 Use contractions and words with consonant combinations in independent writing.

Extend the Concept

Ask students to explain the spelling strategies they used as they wrote certain words. You may wish to demonstrate how to spell the words by chunking them or by thinking of a similar word. Have students build some of the words in their writing using green consonant blend rods, yellow word family rods, and blue consonant rods. Discuss the word parts.



Assessment and extensions to the writing activity help students relate their personal writing to phonics skills they have learned.