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TE 846: Case Study

Orthography and the views on how to teach it have changed greatly over recent years. Where parents would like to see students coming home with traditional spelling books, memorizing a weekly list of words, and demonstrating correct spellings in their first drafts of writing (Templeton & Morris), students are instead working on “word study”. This became a heated area of discussion between parents in the class I taught this past year. I had to explain the different approach I was using with word study. Now I was interested in students learning and recognizing patterns in words rather than memorizing a list of unrelated words as in past generations. A recent article states, “if word study lessons include a hodge-podge of thematically related but structurally unrelated words (*weather, cloudy, precipitation, solar, atmosphere*), children will not be exposed to enough examples of structural relationships in the orthography (as in *solar, insolation*) to internalize them” (Moats) (Standard VI). While it may make for interesting workbook pages to have a common theme, such as weather, it does not make orthographic or pedagogical sense. I have explored this issue of word study in a lesson with two students entering second grade in the fall. Again, the focus is on pattern rather than memorization.

Both students come from upper-middle class homes. Their parents are all college graduates. Tai, a seven year-old, African-American, male, has attended several different public and private schools. He will be attending a well recognized public

school in the fall. He is the older of two children. His mother has worked full time in finance up until this year. Since the birth of their six-month old, she has been working part-time. Tai's father is a high school teacher in the Detroit Public Schools. They live in the Detroit suburbs in a generally affluent area.

Tai is at grade level in reading, but struggled initially. He has hyper-activity linked to a soy food allergy. He had trouble sitting still and paying attention during school. He also had difficulty following directions. After determining this allergy, his behavior and academic progress markedly improved (Standard III).

The other student I worked with, Jane, a seven year-old, Caucasian, female, has attended the same school for all of her elementary school career. She is the youngest of seven children. Her brother, the second to youngest, with a four year gap between these youngest two, Jane and her brother, and the older five children who are all within two years of one another, has been diagnosed with autism. Her mother stays at home, and her father is a pastor at a church and a published author. Jane enjoys reading and is slightly above grade-level. Their family also lives in the Detroit suburbs in a generally affluent area (Standard III).

I met with both students at the church we attend together. The parish house, where the church offices and Sunday school rooms are housed, is a favorite place of both children and provided us with a safe, neutral environment (Standard III, IV). Another step I took to ensure that the children would be comfortable and confident in their performances was to refer to all of our activities as games. I also used an extrinsic

motivator, stickers, as a reward for each activity we completed. I wanted to keep the mood relaxed and the children interested, as well as give myself a few extra seconds to transition and get ready for the next activity while the child picked out a sticker. I also remembered, from a church related activity I had done with them before, that they both loved stickers. Tai enjoys sticking them on his clothing, while Jane collects them, saving them for something special (Standard III).

The first time I met with Tai and Jane, I went through several assessments to get a baseline for instruction. The assessments I used were the Letter/ Sound Identification Test (artifacts 1 and 2), The Phonemic Awareness Rhyme (artifacts 3 and 4), The Phonemic Awareness Phoneme Segmentation (artifacts 5 and 6), and a more open-ended assessment in which the students wrote as many words as they could think of in a minute (artifacts 7 and 8) (Standard V).

Because I knew that “students must be taught some letter/sound correspondences before decoding instruction can begin” (MLPP Second Edition/ 2000), I knew that I needed to know what letter sounds my students knew before I could begin teaching them combinations of sounds (Standard I). For this test, the students had to read off a sheet of capital letters, telling me the name of each letter. Next, they had to do the same for a sheet of lowercase letters. Finally, they had to read the lowercase letters a second time, this time giving me the sound for each letter. On naming capital letters, both children only missed one letter. Tai named a “J” as “G” (artifact 1), and Jane named an “X” as “K” but then quickly corrected herself (artifact 2). The same

was true for naming lowercase letters. Tai named “q” as “p” in both name and sound. Jane named “l” as “i” in name only. She named all the sounds correctly. I also noted that initially Tai tried to blend the letters. For identifying capital letters, he began by saying “af” as in the first syllable of “after”. Not until I covered up all the other letters but the one, “A”, could he give me only that letter. From this data, I concluded that my students were ready for the next stage of word study, decoding.

The second assessment I gave was The Phonemic Awareness Rhyme. The next step after letter/ sound knowledge in teaching word study is decoding (Standard I). Decoding involves “converting single letters and letter combinations into sounds and blending the sounds to read words. For example, decoding involves saying each sound in the word *skit*, /s/ /k/ /i/ /t/, pausing, and then blending the sounds together to read the word fast, *skit*” (MLPP Second Edition/ 2000). This is the stage Tai was advancing to when he attempted to blend the letter sounds in the Letter/ Sound Identification Test. The first stage of the Phonemic Awareness Rhyme assessment requires students to determine if two given words rhyme. The second stage requires that they supply a third rhyming word to a list of two words that rhyme (for example, what also rhymes with “steak” and “make?”).

Both students completed the first portion with one hundred percent accuracy and without hesitation. The second, and more difficult, stage produced some interesting results. Both children were able to produce rhyming words for all eight sets of words. However, five out of eight of the words Tai produced were rhyming nonsense words

(gat, jun, chot, gug, and de) (artifact 3), and two out of eight of Jane's words were names (Ned and Jill) (artifact 4). The fact that Tai could recognize the rhyming sounds, yet not come up with actual words shows that he does not have complete mastery of this area of phonemic awareness.

The next assessment was the Phonemic Awareness Phonemic Segmentation. This assessment is designed to help the instructor determine if children can hear and identify the beginning, middle, and ending sounds in words. The child is to repeat a given word and told to think of how many sounds they hear in that word. Then the child is asked to give the first sound, next sound, and final sound in a series of three questions. Tai completed this without any trouble (artifact 5). I did note however, that he had difficulty differentiating between a "letter" and a "sound". I would repeatedly ask him what sound he heard and he would keep telling me the letter. However, after he realized that he wasn't giving me the answer I was looking for, he gave me the sound. Here again, it seems Tai is a bit of a novice in his phonemic abilities.

Jane, on the other hand, for the word "pat" gave the middle sound "uh". For the word "mean", she gave the middle sound as short "e", and for the word "fight" (after the first correct consonant sound "f"), she gave short "l", "guh," "huh," and "tuh". This led me to ask her if she was visualizing or imagining the word in her head as she spelled it. She answered yes and mentioned the silent "h" in the word (artifact 6). Her roundabout way of thinking of these words took her from hearing the word, to seeing the letters which made up the word, to then making the sounds typically associated with those letters (not necessarily the sounds they made in the given

word). This is why, for example, in the word “mean” I would wager she imagined it being spelled as “men” with the “e” making a long “e” sound. However, after seeing “m-e-n” in her imagination, she broke it down further to each letter: “m” makes “mmm”, “e” makes “eh”, and “n” makes “nnn”. Rather than visualize the words like Jane did, Tai kept the task strictly auditory and parroted back the *sounds* he heard.

In the final assessment, I asked the children to write as many words as they could in a minute. Tai listed the words “and, an, the, this, pow, a, come, on, love, can, me, my, dringk (drink), time” (artifact 7). Jane listed the words “mom, dad, sister, drother (brother), Tinker Bell, me, gilter (glitter), nice, friend, fun, deli, dixie, sun, people” (artifact 8). Of the fourteen words that Tai listed, all but three appear on the Dolch Basic Sight Word Lists. Of Jane’s fourteen words, only one appears on the Dolch Basic Sight Word Lists. This tells me that Jane is encountering a broader spectrum of words and must therefore be reading at a higher level than Tai (which in fact she is). Furthermore, some of the words she has listed do not fit typical spelling patterns, such as “deli”. She has also listed proper nouns, like “Tinker Bell”.

From my assessments and considering both students, I decided to do a word study/ spelling lesson using the “br” and “dr” consonant blends (Standard III) (artifact 11). My students would be entering the second grade next year and according to the second grade GLCE’s (Standard II); students should be able to “demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion”. In this lesson, that would be blending “br”

and “dr”. Students should also “recognize that words are composed of sounds blended together and carry meaning, and use structural cues to recognize and decode words with long and short vowels [and], consonant digraphs”. The “br” and “dr” blends are consonant digraphs. One of the beginning digraphs taught in second grade is “r” blends. I also thought this might be a good lesson due to Jane’s “b” and “d” letter confusion (as seen in her written “drother” which she named orally as “brother”).

The lesson I gave included a variety of activities and assessments (Standard V) (artifact 11). After a pretest (artifacts 9 and 10), I began the lesson(s) with explicit instruction, explaining the concept and providing examples of words that matched this pattern. As I introduced the sample words, I used pictures because I knew that from research, “the use of associated pictures, manipulatives like counters, and visual cues such as squares representing the number of segments in a word can help reduce demands on working memory and make phonological awareness tasks more concrete” (Troia) (Standard I,III,V,VI). I also was sure to provide context on multiple instances throughout the lesson to further aid comprehension.

The activity I used in the lesson was based on an activity listed in an article on word study out of the University of Texas at Austin’s College of Education (Standard VI). This activity uses “squares [post-it notes in different colors] representing the number of segments in a word” (Troia), which similar to the pictures I used in introducing the words, should reduce the demands on the learner’s memory and make the task

more concrete. Finally, at the close of the lesson, I explicitly reviewed the concept one final time and administered the posttest (artifacts 9 and 10) as one final evaluation of how well the students grasped the concept.

The other assessments I made throughout the lesson included the pretest (artifacts 9 and 10), the picture matching, blending activity, and the contextual sentences (Standard III, V). On the pretest I looked to see which concepts I needed to emphasize. For example, Tai was able to spell all of the “br” blend words with the correct “br” beginning, but he left out the “r” in all of the “dr” blend words (artifact 9). This told me that I needed to emphasize the “dr” blend more than the “br” blend in our lesson. Similarly, Jane was able to correctly place the “br” and “dr” blends at the beginnings of the words, but she used “break” instead of “brake” in the context of stopping (artifact 10). This took the lesson in a different direction and I was able to teach her about homonyms. After the posttest and on her second spelling of “brook” as “Brooke”, Jane made a comment about a friend of hers with that name and I finally realized that we had another homonym on our hands! I then was able to teach her about this other homonym as well.

In the picture matching part of the lesson, I looked to reaffirm that the students had the correct understanding of the words I was using (for instance, that they did not match the picture of the bread to the word “brake”). This also implies that the student could read through the word to the ending and not guess at the rest of the word

based upon the first letter. Both students were able to match the pictures with the words accurately.

In the blending activity (artifact 11) I was looking, again, to see that the students were paying attention to the whole word. I was also looking for them to make words that made sense. As Tai had made many nonsense words in the Phonemic Rhyme Assessment (artifact 3), I was particularly interested to see that he was able to make sensible words with the parts he was provided with (Standard III). Both students were able to match the words correctly, with the exception of “bread”. Both students first tried to make the word “dread”. I could tell they had probably heard this word before, but they could not put it in a sentence when asked. This in turn caused them to try it with the “br” instead, producing the more familiar “bread”.

Finally, with the contextual sentences, I again wanted to see that the students properly understood the words. Tai had some difficulty initially with “brake” as it is a verb. He tried to use it in past tense first, which I helped him to turn the same sentence into present tense using “brake”. I found that both students largely used either the same sentence I had used previously with the words or sentences that were very close. Thus, I don’t know if this assessment was ultimately useful.

The posttest findings reveal that the students met the lesson objectives (some which were adapted after the pretest) (artifacts 9 and 10). My initial objective for the lesson was for the students to accurately use “br” and “dr” blends in the spellings of

selected “br” and “dr” beginning words. For Tai, my objective had to be altered to only “dr” words as he already knew how to spell “br” blend words. After looking at his posttest, one can see that Tai met these lesson objectives. On the pretest (artifact 9), he spelled “drum” d-u-m-e, “dress” d-e-s, and “drop” d-o-p. On the posttest however, he began each “dr” word d-r-. From a word study perspective, Tai has mastered this pattern with one hundred percent accuracy, even though he spelled “dress” with two e’s and one “s” and “bread” without the “a” on the posttest. In traditional spelling these words would still be counted as wrong. Word study, however, allows the instructor greater insight into a student’s errors. From Tai’s pretest errors, one can see that he still has not mastered long and short vowels. This is evident through his spelling of “drum” initially as “dume”, “brake” as “brak”, and on the posttest “dress” as “drees”. In all of these errors, if he had known that silent “e” makes a vowel long and doubling the “e” makes it long, he would have seen that the way he spelled these words was wrong. Another error he made was confusing “p” and “q”. I noted on his Letter Identification Test, that Tai listed “q” as “p” in both name and sound. This was consistent with his use in the word “drop” where he spelled it with a “p” on the pretest and a “q” on the posttest. In his mind, he may well have been using the same letter in both cases. Finally, one can note that the student’s seeing and interacting with the words has improved the overall spelling of the words, not just the pattern that was taught. For instance, from the pretest to the posttest, Tai spelled “drum” “d-u-m-e” and then “d-r-u-m”, deleting the extra “e” at the end; “dress” “d-e-s” and then “d-r-e-e-s” remembering that one of the letters was

doubled; and “brake” “b-r-a-k” and then “b-r-a-k-e” remembering to add the “e” at the end.

From Jane’s pre and post tests (artifact 10), one can see a small improvement. Where she initially reversed all of her B’s on the pretest, she wrote them correctly on the posttest. The other change I noted from Jane’s pretest to posttest was her spelling of brake. She first spelled it as “break”, but after our conversation about homonyms and listening carefully to the context, she spelled it correctly on the posttest as “brake”. Unfortunately, however, I did not catch her spelling of “brook” as referring to the name of a person, “Brooke”, until after the posttest. While I was still able to go over this additional homonym with Jane, it did not appear on pre/post tests.

In reflecting back over the initial pre-lesson assessments, there are several things I could have done differently. While the “br” and “dr” blend lesson worked well for Tai, I don’t believe it served Jane as well. Another lesson that may have served them both better might have been a lesson on short and long vowels. I can see that Jane may have benefited from this type of lesson from her Phoneme Segmentation assessment in which she gave the middle sound of “pat” as “uh” and the middle sound of “mean” as “eh” (artifact 6).

Tai may have benefited from a lesson on vowels as well. This is most evident in his pre and post tests. From Tai’s pretest errors, one can see his lack of vowel mastery

through his spelling of “drum” initially as “dume”, “brake” as “brak”, and on the posttest “dress” as “drees”. In all of these errors, if he had known that silent “e” makes a vowel long and doubling the “e” makes it long, he would have seen that the way he spelled these words was wrong (artifact 9).

A lesson on short and long vowels also would have met the second grade GLCE that students should: “use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs *wh*, *ph*, irregular vowels *ei*, *ie*, *ea*, *ue*” (Standard II).

Another way I could have taken the lesson would have been to incorporate alternate student groupings (Standard IV). Tai and Jane would have been ideal candidates for a program such as PALS. I think Tai would have benefited from the comprehension questions (answering who, what, when, and where in a form of summary for the passage shared with a partner). I know this because Jane was reading at a higher level, and clearly had a stronger vocabulary and phonemic awareness, and thus she could have been a good peer tutor for Tai.

The views on how to teach orthography have indeed changed greatly over recent years. Now, with my focus on teaching students to learn and recognize patterns in words rather than memorizing a list of unrelated words as in past generations, parents, students, and myself as a teacher must all made adjustments for word

study. As in the case with Tai and Jane, students are learning to master “pieces of words” at a time, learning the patterns that make words.

References

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Troia, G. A. (2004). Phonological awareness acquisition and intervention. *Current Practice Alerts*, 9, 1-4. Reston, VA: Division of Learning Disabilities and Division of Research of the Council for Exceptional Children.

University of Texas at Austin College of Education (2002). *Word Study for Students with Learning Disabilities and English Language Learners*. Austin, Texas.

Artifact #1

LETTER/SOUND IDENTIFICATION SCORE SHEET

Student's Name Fai Date _____ Grade _____

§ in "N" column for letter name response
 § in "S" column for letter sound response
 Record word in "Word" column for word response.
 Record the child's response in "I.R." column for incorrect response.

	N	I.R.		N	S	WORD	I.R.
A			a				
F			f				
K			k				
P			p				
W			w				
Z			z				
B			b				
H			h				
O			o				
J	G		j				
U			u				
			a				
C			c				
Y			y				
L			l				
Q			q	P	P		
M			m				
D			d				
N			n				
S			s				
X			x				
I			i				
E			e				
G			g				
R			r				
V			v				
T			t				
			g				
26			28		26		

Observations

Note such things as:
 Speed of response
 Confusions; e.g.; b/d
 Patterns of response

tried to blend

Letter Name Total Score /54 Letter Sound Total Score /26

Artifact #2

LETTER/SOUND IDENTIFICATION SCORE SHEET

Student's Name Jane Date _____ Grade _____

§ in "N" column for letter name response
 § in "S" column for letter sound response
 Record word in "Word" column for word response.
 Record the child's response in "I.R." column for incorrect response.

	N	I.R.		N	S	WORD	I.R.
A	ALL	*	a				
F	correct		f		all correct		
K			k		correct		
P			p				
W			w				
Z			z				
B			b				
H			h				
O			o				
J			j				
U			u				
			a				
C			c				
Y			y				
L			l				
Q			q		correct		
M			m				
D			d				
N			n				
S			s				
X		K (3)	x				
I			i				
E			e				
G			g				
R			r				
V			v				
T			t				
			g				
26			28		26/26		

Observations

Note such things as:
 Speed of response
 Confusions; e.g.; b/d
 Patterns of response

Letter Name Total Score 53/54 Letter Sound Total Score 26/26

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

Artifact #3

Phonemic Awareness Assessment - Individual Record

Student Fai Grade _____ Date _____

RHYME CHOICE

Tell me if these words rhyme:

- | | | | |
|--------------|----------|---------------|----------|
| 1. sit fit | <u>✓</u> | 5. truck sing | <u>✓</u> |
| 2. ball wall | <u>✓</u> | 6. tie van | <u>✓</u> |
| 3. trip sock | <u>✓</u> | 7. play day | <u>✓</u> |
| 4. can pan | <u>✓</u> | 8. down clock | <u>✓</u> |

RHYME SUPPLY

Tell me a word that rhymes with _____

- | | | | |
|-------------|-------------|--------------|-------------|
| 1. bat hat | <u>gat</u> | 5. rug bug | <u>gug</u> |
| 2. head bed | <u>red</u> | 6. be me | <u>de</u> |
| 3. fun run | <u>jun</u> | 7. take make | <u>lake</u> |
| 4. got hot | <u>chot</u> | 8. mill will | <u>gill</u> |

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect word, write that word. Write • if the child cannot or will not produce a response.

Discontinue:

Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

Total number correct Choice Supply
(16 possible)

Artifact #4

Phonemic Awareness Assessment - Individual Record

Student Jalen Grade _____ Date _____

RHYME CHOICE

Tell me if these words rhyme:

- | | | | |
|--------------|----------|---------------|----------|
| 1. sit fit | <u>✓</u> | 5. truck sing | <u>✓</u> |
| 2. ball wall | <u>✓</u> | 6. tie van | <u>✓</u> |
| 3. trip sock | <u>✓</u> | 7. play day | <u>✓</u> |
| 4. can pan | <u>✓</u> | 8. down clock | <u>✓</u> |

RHYME SUPPLY

Tell me a word that rhymes with _____

- | | | | |
|-------------|------------|--------------|-------------|
| 1. bat hat | <u>bat</u> | 5. rug bug | <u>chug</u> |
| 2. head bed | <u>Ned</u> | 6. be me | <u>tree</u> |
| 3. fun run | <u>ton</u> | 7. take make | <u>bake</u> |
| 4. got hot | <u>not</u> | 8. mill will | <u>Jill</u> |

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect word, write that word. Write • if the child cannot or will not produce a response.

Discontinue:

Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

Total number correct (16 possible) 8 Choice 8 Supply

Artifact #5

Phonemic Awareness Assessment - Individual Record

Student Kai Grade _____ Date _____

PHONEME SEGMENTATION

Assessment Items

(Provide no additional help from this point.)

What is the sound you hear first? The sound you hear next? The sound you hear last?

- | | | | |
|------------------------|------------|--------------------------|------------|
| 1. pat (/p/ /a/ /t/) | <u> ✓ </u> | 5. sock (/s/ /o/ /k/) | <u> ✓ </u> |
| 2. lip (/l/ /i/ /p/) | <u> ✓ </u> | 6. mean (/m/ /e/ /n/) | <u> ✓ </u> |
| 3. red (/r/ /e/ /d/) | <u> ✓ </u> | 7. joke (/j/ /o/ /k/) | <u> ✓ </u> |
| 4. tub (/t/ /u/ /b/) | <u> ✓ </u> | 8. fight (/f/ /i/ /t/) | <u> ✓ </u> |

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /r/. Write (•) if the child cannot or does not give a response.

Discontinue:

Discontinue testing if the child misses 3 consecutive items or appears confused or frustrated.

Total number correct _____
(8 possible)

Artifact #6

Phonemic Awareness Assessment - Individual Record

Student Janeen Grade _____ Date _____

PHONEME SEGMENTATION

Assessment Items

(Provide no additional help from this point.)

What is the sound you hear first? The sound you hear next? The sound you hear last?

- | | |
|----------------------------------|---|
| 1. pat (/p/ /a/ /t/) <u>-uh-</u> | 5. sock (/s/ /o/ /k/) <u>uh/ə^o ✓</u> |
| 2. lip (/l/ /i/ /p/) <u>✓</u> | 6. mean (/m/ /e/ /n/) <u>ē</u> |
| 3. red (/r/ /e/ /d/) <u>✓</u> | 7. joke (/j/ /o/ /k/) <u>✓</u> |
| 4. tub (/t/ /u/ /b/) <u>✓</u> | 8. fight (/f/ /i/ /t/) <u>i-hu-g-t</u> |

Aware of
silent "h"

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /t/. Write (•) if the child cannot or does not give a response.

Discontinue:

Discontinue testing if the child misses 3 consecutive items or appears confused or frustrated.

Total number correct 5/8
(8 possible)

Artifact #7

Kai

and an am
the this pow
a come
on love
can look
memory
bring
time

|

mom had zitzendrother tinkler Bell
me gitter nice friend fuh dell
dixie 2uh peaple

Artifact #8 Jane

|

Tai

Pretest

Artifact #9

Post test

1 BruK

2 dume

3 des

4 Brak

5 dOP

6 Bred

1 BruK

2 drum

3 Brake

4 drees

5 Bred

6 dO9

Jane Pretest

1. Brooke
2. drum
3. break
4. dress
5. bread
6. drop

Artifact #10 Post test

- 1 drop
- 2 Bread
- 3 Brake
- 4 dress
- 5 Brooke
- 6 drum

|

Artifact #11: Lesson Plan

Give pretest with the following list of words:

1. Brook
2. Drum
3. Brake
4. Dress
5. Bread
6. Drop

Use a sentence with each word to give context and provide meaning. After the pretest, link to student's prior knowledge by saying,

You already know that letters make sounds when they are apart. For example, b makes "buh" and r makes "rrr". Today I am going to teach you how when we put these sounds together we have a blend. When we blend "b" and "r" together we get "brrr" as in "Brrr.. I'm cold!"

Here are some br words that we are going to be working with today (write and say the following words on the white board for the student to see):

brook, brake, bread

(Next, give the student pictures to match with each word and have the student place the picture next to its matching word you have written up)

Can you think of any other "br" words? (accept student responses)

In the same way, when we blend "d" and "r" we get "dr". Here are some "dr" words (write and say the following words on the white board for the student to see):

drum, dress, drop

(Again, give the student pictures to match with each word and have the student place the picture next to its matching word you have written up)

Can you think of any other "dr" words? (accept student responses)

Now we're going to play a game with "br" and "dr" blends.

(See: "Building Words with Blends")

Model: Matching an ending to either the "br" or "dr" blend to make a word

Guided Practice: Have the student try one (making sure he/she understands what to do)

Independent practice: Have student complete the remaining matches

Model: taking the words apart, setting them back the way they were before the game, as you do so make a sentence with the word before you move it. Ex: Bread- "I like to eat bread with my soup." Move the "ead" away from the "Br". Offer guided practice, having the student do the same (check understanding), then have the student finish the remaining words, giving contextual sentences for each.)

Review: remember, when we put the letters b and r together we have a br blend that sounds like "brrr" as in bread, brake, and brook. And when we put the letters d and r together we have a dr blend that sounds like "drr" as in drum, dress, and drive.

Give post test the same way as the pretest.

Building Words with Blends

OBJECTIVE:

The students will match initial blends with word endings to read words.

MATERIALS:

- A variety of blends written on sticky notes (all the same color)
- A variety of matching word endings written on sticky notes (all the same color, but a different color from the blends)
- A few cards with familiar words beginning with blends
- Either chart paper with three columns or large table space

LESSON:

Tell students they will be making words with beginning blends and word endings using the sticky notes. Remind them that blends consist of two consonants that are read together quickly.

1. Review the cards with the familiar words beginning with blends. Say other familiar words with initial blends, if students need more examples.
2. Place the sticky notes in two columns on the chart paper or table: one for beginning blends and the other for word endings.
3. Tell the students to take turns selecting one sticky note from each column, placing them together, and reading the word built from the two stickies. If the word read is a nonsense word, the student should look to see if either the blend or ending could be switched with another to make a real word.
4. Place the created word in a third column. Continue Step 3 until all the words have been built. Then, have students read all the words in the third column.

ADAPTATIONS:

Have the students add a sticky note of their own with a different blend, vowel, or ending, to make a different word.

Have students write the words in their notebooks after building and reading them.

This activity may also be adapted by writing the words with blends on cards and playing Concentration.

Words are considered “matches” if they contain the same beginning blend and the student is able to read them correctly.