A set of three units that review the content of Blast Book 1
TABLE OF CONTENTS

OVERVIEW

UNIT 1
Lesson 1. ....................................................................................................................... 1
Grapheme-Phoneme Fluency
Lesson 2. ........................................................................................................................... 5
Phonemic Awareness (Review Short Vowel Phonemes)
Lesson 3. ........................................................................................................................... 13
Phonics Concept Day 1 (Review Consonant Sounds & Closed Syllables)
Lesson 4. ........................................................................................................................... 21
Phonics Concept Day 2 (Review Digraphs and 2-Sound Blends)
Lesson 5. ........................................................................................................................... 31
Wrap Up & Show What You Know (Student Practice)

UNIT 2
Lesson 1. ........................................................................................................................... 37
Grapheme-Phoneme Fluency
Lesson 2. ........................................................................................................................... 41
Phonemic Awareness (Review Long Vowel Phonemes)
Lesson 3. ........................................................................................................................... 51
Phonics Concept Day 1 (Review Trigraphs)
Lesson 4. ........................................................................................................................... 59
Phonics Concept Day 2 (Review Chunk all and “Double Trouble” Spelling Rule)
Lesson 5. ........................................................................................................................... 67
Wrap Up & Show What You Know (Student Practice)

UNIT 3
Lesson 1. ........................................................................................................................... 73
Grapheme-Phoneme Fluency
Lesson 2. ........................................................................................................................... 77
Phonemic Awareness (Review Segmenting Multisyllabic Words)
Lesson 3. ........................................................................................................................... 83
Phonics Concept Day 1 (Review Reading Two-Syllable Words with Closed Syllables)
Lesson 4. ........................................................................................................................... 91
Phonics Concept Day 2 (Review Reading More Two-Syllable Words with Closed Syllables)
Lesson 5. ........................................................................................................................... 97
Wrap Up & Show What You Know (Student Practice)
What are the Blast Foundations Mini-Lessons?

These Blast Foundations Mini-Lessons are a set of three complete units with five daily lessons each. The units review essential foundational phonemic awareness, phonics, decoding (reading), and encoding (spelling) concepts taught in Blast Foundations Teacher Guide Book 1.

Who are these lessons for?

The Blast Foundations Mini-Lessons are designed for Blast Foundations students who have completed Book 1 and need a review of the material before moving on to Book 2. One possible scenario where the mini-lessons may be useful could be that a group of students completes Book 1 instruction during one school year and then reviews the material from Book 1 using these mini-lessons before starting instruction in Book 2 the following school year. Another possible scenario might be that students complete Book 1 instruction but are still struggling with some of the foundational concepts. In this case, the teacher can utilize these mini-lessons to review the material recently taught in Book 1 before moving on to more complicated concepts in Book 2 that build on the foundational concepts of Book 1.

Components

- Blast Foundations Mini-Lessons Teacher Guide PDF
- Blast Foundations Mini-Lessons Student Packet PDF
- Blast Online
  - The corresponding online component for these mini-lessons is located in Blast Online in the main drop-down menu under Unit 25.
OBJECTIVES

• OPTIONAL: To build automatic recognition of some grapheme-phoneme combinations.

WHAT YOU NEED TO KNOW

• This is an optional lesson. Utilize this lesson if you wish to review some consonant or digraph sounds using Blast Online’s Letter-Sound Generator.

• There are four standard routines that can be used to review letter sounds:
  - Look, Think, Say!
  - Pop-Up
  - 3-Up
  - Read a Row

• For instructions on how to run these standard routines, refer to the following pages in Blast Foundations G1A Book 1:
  - Unit 2, Lesson 1 What You Need to Know (page 43)
  - Unit 3, Lesson 1 What You Need to Know (page 77)
  - Appendix A (page 472)

• When a consonant letter makes multiple sounds, we teach the most common sound first.
BEFORE TEACHING:  
Letter-Sound Fluency Set-Up

Open Blast Online to Review Unit 1, Letter-Sound Generator.

Choose three letter sounds to teach and three letter sounds to review and practice.

Optional: Print Read a Row Teacher Recording Forms.

START TEACHING:  
Letter-Sound Fluency

1 STATE OBJECTIVES

Explain that in this lesson, we will review the sounds for the consonant letters. First, we will review all the consonant sounds, and then we will focus on six of them. We will play Look, Think, Say!, Pop-Up, 3-Up, and Read a Row to help us remember them.

2 REVIEW CONSONANT SOUNDS

Remind students that:

- Every letter has a name.
- Every letter also has a sound.
- It is important to know both the name of the letter and the sound.

Open Blast Online to Review Unit 1, Lesson 1, Letter Tiles.

Say:

- “This is a picture of the consonant letters in our alphabet. We are going to review these letters, one at a time. Remember that each letter has both a name and a sound.
- First, I am going to show you what to do. When I point to a letter, I will say the letter name, and when the letter disappears, there will be a sound box (on your click, Blast Online reveals a sound box with the letter b like this, /b/). Remember, a sound box is when we see a letter between two slashes. When I see the sound box, I am going to say the letter sound.
If you don’t remember all of the letters and sounds, that is okay. We will review them together.

Now, I am ready to review the names and sounds of the letters:

- This is the letter **b**, (click to reveal the sound box) and the sound this letter makes is /b/.
- This is the letter **c**, (click) and the sound this letter makes is /k/.
- This is the letter **d**, (click) and the sound this letter makes is /d/.

Continue with the rest of the alphabet.

**Remember:**

- You should articulate the letter sounds accurately.
- The letters qu say two sounds, /kw/. In English, the letters q and u always stay together to produce a sound. We do not call the u a vowel when it is after the letter q.

Click again after you have completed the alphabet and another alphabet will appear.

Say “Now, it is your turn to say the names and sounds of the letters with me. Let’s go.”

Click through each letter, and have students say the letter names and sounds with you.

### REVIEW LETTERS & SOUNDS WITH LOOK, THINK, SAY!

**Open** Blast Online to Review Unit 1, Lesson 1, Look, Think, Say!

Say “Now, we are going to spend some more time reviewing six letters and their sounds. We will start with the game Look, Think, Say!”

**Use Look, Think, Say!** to review six letters.

Remind students that it is important to remember that we are very quiet when we are “Looking” and “Thinking,” and then we are LOUD when we are “Saying.” Look quietly. Think quietly. Say loudly.

### POP-UP LETTER-SOUND PRACTICE WITH LOOK AND SAY!

**Open** Blast Online to Review Unit 1, Lesson 1, Pop-Up.

Say “Now that we have reviewed the letter names and sounds, we are going to just ‘Look’ quickly and ‘Say’ the sound that we remember.”
Use Look and Say! to review the individual sounds as the sound boxes appear.

3-UP LETTER-SOUND REVIEW WITH LOOK, THINK, SAY!

Open Blast Online to Review Unit 1, Lesson 1, 3-Up.
Say “Now, we are going to Look, Think, Say! with groups of letter tiles and their sounds.”

I DO: Demonstrate with example letters
Use Look, Think, Say! to review the grouped letter tiles and their sounds.

READ A ROW GAME TO PRACTICE LETTER SOUNDS

Open Blast Online to Review Unit 1, Lesson 1, Read a Row
Say “Now, we are going to read a row of letter sounds.”
Remind students, if needed, how the Read a Row activity works:
- In this activity, I will be calling on one student at a time to read a row of letter sounds out loud to the group.
- When it is your turn to read, read loud enough so everyone can hear you.
- If you are not a Reader, you are called a Checker. When you are a Checker, your job is to Look, Think, Say! silently in your head as you listen to and track the reader. Checkers will be listening for accuracy.
- If the Reader reads all of the letter sounds correctly, we are going to give them a thumbs-up. If the Reader makes a mistake, we are going to give them a thumbs-to-the-side motion.
- If you are the Reader, your job is to read the entire row of letter sounds as accurately and quickly as possible.
- For this activity, you won’t be showing any motions for Look, Think, Say!
- Remember, you will be saying the sounds, not the letter names.
- Keep in mind that it’s more important to be right than fast. The letter tiles are organized in groups of three to make it easier to read.
- I will call on a few Readers a day to practice reading the letter sounds in a given row.
Call on one student to read a row of letter sounds out loud to the class. When the student is done reading, ask the Checkers to show the thumbs-up or thumbs-to-the-side gesture.

For Read a Row, you need a copy of the student tracking chart if you choose to record the students’ performance. The tracking chart can be printed from the Blast Online Letter-Sound Generator, and a sample can be found in the Appendix of Blast Foundations G1A Book 1 on page 505.
OBJECTIVES

- To accurately segment phonemes in single-syllable words with short a, short i, short u, short o, and short e.
- To accurately identify the short vowel phonemes in spoken words.
- To accurately blend phonemes together to produce single-syllable words with short vowel phonemes.

WHAT YOU NEED TO KNOW

Reminders about Short Vowel Phonemes:

- Short vowels are taught by associating the sound to a guide word and a motion. This gives students who struggle to identify vowel sounds and categories of vowels a functional strategy for immediate recall and categorization.
- If a student struggles to decode a word, a silent demonstration of a vowel “motion,” a simple visual prompt by the teacher, proves to be beneficial in helping students recall the vowel sounds.
- The goal is for students to be able to identify the vowel sound and category automatically once they have been exposed to the vowel guide words and motions.

  - **Short a**
    - Short a is the first phoneme in the word “apple.”
    - The symbol for the short a phoneme is /ă/.
    - The motion for short a is pretending to hold an apple in your hand in front of your chest. Then, move your hand from left to right in front of your chest while you say the short a sound, /ăăăăă/.

  - **Short i**
    - Short i is the first phoneme in the word “itch.”
    - The symbol for the short i phoneme is /ĭ/.
    - The motion for short i is to itch the inside of your forearm while you say the short i sound, /ĭĭĭĭĭ/.

TEACHER MATERIALS

- Blast Online or
- Short and Long Vowels Posters

STUDENT MATERIALS

- None
- **Short u**
  - *Short u* is the first phoneme in the word “up.”
  - The symbol for the *short u* phoneme is /ŭ/.  
  - The motion for *short u* is to point your index finger up while moving your hand from below your waist to above your head while you say the *short u* sound, /ŭŭŭŭŭ/.  

- **Short o**
  - *Short o* is the first phoneme in the word “octopus.”
  - The symbol for the *short o* phoneme is /ŏ/.  
  - The motion for *short o* is to pretend your hand is an octopus. Hold your hand up high with your fingers dangling down like octopus tentacles and wiggle your fingers, moving your hand from left to right while you say the *short o* sound, /ŏŏŏŏŏ/.  

- **Short e**
  - *Short e* is the first phoneme in the word “edge.”
  - The symbol for the *short e* phoneme is /ĕ/.  
  - The motion for *short e* is to trace your index finger along the edge of a desk or table while you say the *short e* sound, /ĕĕĕĕĕ/.  

**Phonemic Awareness Reminders**

- Phonemic awareness is a person's ability to identify, segment, blend, hold in memory, and manipulate phonemes in words. Here are some reminders about phonemic awareness:
  - A phoneme is the smallest unit of sound in a word.
  - A phoneme is a sound, not a letter.
  - Phonemes are represented by letters inside two slashes: /kl/, /ml/, /ch/, /ă/, and /ow/ are examples.
  - When a letter is between two slashes, say the sound (phoneme), not the letter name.
  - In *Blast Foundations*, we call the two slashes a “sound box.”
  - Because most phonemes are spelled more than one way in words, when phonemes are represented with a sound box, the letters inside the slashes are often different than the letters in the word. For example, the phonemes in *ledge* are /l/ /ĕ/ /j/, with the letters dge spelling the /j/ phoneme. The sounds in *rough* are /r/ /ŭ/ /f/, with the letters ou spelling the *short u* phoneme, /ŭ/, and the letters gh spelling the /f/ phoneme.

**Phoneme Segmentation Reminders**

- In *Blast Foundations* lessons, teacher and students are asked to “stretch the phonemes” in words. This refers to the finger-stretching technique taught in Unit 2, Lesson 2 of *Blast Foundations G1A*. 
• Finger-stretching phonemes consists of saying the word and then orally segmenting the word into individual phonemes while extending one finger (always starting with the thumb) for each phoneme. The process finishes by making a fist and holding it against your chest while fluently saying the word again as a whole. See the What You Need to Know in Unit 1, Lesson 4 on p. 28 or p. 476 of Appendix A for more information on finger-stretching phonemes.

**Phoneme Blending Reminders**

• Understanding that words are made up of sequences of individual sounds, or phonemes, is a fundamental skill that students must have soundly in place to efficiently decode written text. Blending is one of many important skills that students must develop in order to become proficient readers.

• Blending involves listening to and pulling together isolated phonemes to create words. This process requires a student to hold the individual elements in his/her mind as the word is created, thus challenging a student’s active working memory.

• This blending activity is designed to enhance students’ abilities to process individual phonemes and unify them into a word. The teacher will articulate phonemes from a real word and pause between each phoneme, like this: /g/ PAUSE /ō/ PAUSE /t/. The teacher will then ask the students to blend the phonemes together to make a real word, in this example, **goat**.

• One easy way to make this activity more or less difficult is by adjusting the length of the pause placed between the phonemes. To make it more difficult, use a longer pause between the phonemes. To make it less difficult, shorten the pause.

• During both the phoneme blending and phoneme stretching routines, you may want to create sentences for some of the words that students will blend. This extension exercise will promote vocabulary growth. You can select which words (if any) you wish to define and to come up with simple example sentences. For example, before you ask your students to stretch a word like **flip**, you might say: “**Flip**: a **flip** is when something turns over in the air. Bob did a **flip** off the diving board,” or “If we don’t **flip** the pancakes, they will burn.”

---

**START TEACHING:**

**Review Short Vowel Phonemes**

**STATE OBJECTIVES**

Say:

• “In this lesson, we are going to review the five short vowel phonemes and motions.

• We are going to finger-stretch words with the short vowel phonemes.

• We are also going to blend the phonemes in words with short vowels.”
REMINDER

Say:

- "Remember, in the phonemic awareness part of our Blast lessons, we will listen to phonemes in words without looking at or naming letters.
- We will talk about the speech sounds in words, which are called phonemes. We will not be talking about letter names.
- I will not write words or letters on the board, and I will not be talking about letter names."

REVIEW SHORT VOWEL PHONEMES

Open Blast Online to Review Unit 1, Lesson 2, Short Vowels Poster.

Say "We have already learned that there are five short vowel phonemes and five long vowel phonemes. Today, we will focus on the short vowel phonemes."

Point to the Short Vowels Poster, and explain that today students will review all the short vowel phonemes.

Review the short a phoneme and movement:

- Say "/ă/ is a short vowel phoneme. We learned a movement and guideword for this phoneme"
- Make the “apple” motion by pretending to hold an apple in your hand in front of your chest and then moving your hand from left to right in front of your chest while saying, “I know the phoneme /ă/ is short because /ă/ is the first phoneme in ‘apple.’”
- Direct students to make the “apple” motion as they say /ă/.
  (Make the “apple” motion with students.)

Review the short i phoneme and movement:

- Say “/ĭ/ is a short vowel phoneme. We learned a movement and guideword for this phoneme.”
- Make the “itch” motion by itching the inside of your forearm while saying, “I know the phoneme /ĭ/ is short because /ĭ/ is the first phoneme in ‘itch.’”
- Direct students to make the “itch” motion as they say /ĭ/.
  (Make the “itch” motion with students.)

Review the short u phoneme and movement:

- Say “/ŭ/ is a short vowel phoneme. We learned a movement and guideword for this phoneme.”
- Make the “up” motion by pointing your index finger up while moving your hand from below your waist to above your head while saying, “I know the phoneme /ŭ/ is short because /ŭ/ is the first phoneme in ‘up.’”
• **Direct students to make** the “up” motion as they say /ŭ/.  
(Make the “up” motion with students.)

**Review** the short o phoneme and movement:

- **Say** “/ŏ/ is a short vowel phoneme. We learned a movement and guideword for this phoneme.”
- **Make** the “octopus” motion by holding your hand up high with your fingers dangling down like octopus tentacles, wiggling your fingers and moving your hand from left to right while saying, “I know the phoneme /ŏ/ is short because /ŏ/ is the first phoneme in ‘octopus.’”
- **Direct students to make** the “octopus” motion as they say /ŏ/.  
(Make the “octopus” motion with students.)

**Review** the short e phoneme and movement:

- **Say** “/ĕ/ is a short vowel phoneme. We learned a movement and guideword for this phoneme.”
- **Make** the “edge” motion by tracing your index finger along the edge of a desk or table while saying, “I know the phoneme /ĕ/ is short because /ĕ/ is the first phoneme in ‘edge.’”
- **Direct students to make** the “edge” motion as they say /ĕ/.  
(Make the “edge” motion with students.)

**Say** “Now, I am going to make the motions, one at a time, and I want you to tell me the sound.”

**Make** each motion, one at a time, and direct students to say the corresponding sound:

- Make the “itch” motion. Students say /ĭĭĭĭĭ/.  
- Make the “octopus” motion. Students say /ŏŏŏŏŏ/.  
- Make the “apple” motion. Students say /ăăăăă/.  
- Make the “edge” motion. Students say /ĕĕĕĕĕ/.  
- Make the “up” motion. Students say /ŭŭŭŭŭ/.

**Say** “Now, I am going to say the short vowel sounds, one at a time, and I want you to make the motion.”

**Say** each motion, one at a time, and direct students to make the corresponding motion:

- Say /ŭŭŭŭŭ/. Students make the “up” motion.  
- Say /ĕĕĕĕĕ/. Students make the “edge” motion.  
- Say /ŏŏŏŏŏ/. Students make the “octopus” motion.  
- Say /ăăăăă/. Students make the “itch” motion.  
- Say /āāāāā/. Students make the “apple” motion.
4 SEGMENT WORDS WITH SHORT VOWEL PHONEMES

I DO: Finger-Stretch bet

Say “I will stretch out a word for you. The word is bet.”
(Optional – “I bet it will rain today because there are dark clouds in the sky.”)

Repeat bet with closed fist at chest.

Stretch bet - /b/ /ĕ/ /t/, bet, beginning with the thumb.

Say “Bet has three phonemes. The vowel phoneme is /ĕĕĕĕĕ/. I know the vowel phoneme /ĕĕĕĕĕ/ is short because /ĕĕĕĕĕ/ is the first phoneme in eeeedge (while making the short e “edge” movement).”

WE DO: Finger-Stretch such

Say “Now, let’s stretch out a word together. Our word is such.”
(Optional – “Maria is such a good friend.”)

Students repeat such with closed fists at chests.

Teacher and Students stretch such - /s/ /ŭ/ /ch/, such, beginning with the thumb.

Ask students:

• “How many phonemes did you hear?”
  Answer: three

• “What is the vowel phoneme?”
  Answer: /ŭŭŭŭŭ/

• “Is that long or short?”
  Answer: short

• “How do you know the vowel phoneme is short?”
  Answer: because it says /ŭŭŭŭŭ/ as in “up” (while making short u “up” movement)

YOU DO: Finger-Stretch words with short vowel phonemes

Ask individual students to stretch phonemes in the words below. After students stretch the phonemes, ask:

• “How many phonemes did you hear?”
  Answer: varies, depending on the word

• “What is the vowel phoneme?”
  Answer: /ă/, /ĕ/, /ĭ/, /ŏ/, or /ŭ/
• “Is that long or short?”
  Answer: short

• “How do you know the vowel phoneme is short?”
  Answer: (Students can answer with own words or by reading the
  sentence on the Short Vowels Poster.)

<table>
<thead>
<tr>
<th>Word</th>
<th>Phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>pop</td>
<td>/p/ /o/ /p/</td>
</tr>
<tr>
<td>sick</td>
<td>/s/ /i/ /k/</td>
</tr>
<tr>
<td>gosh</td>
<td>/g/ /o/ /sh/</td>
</tr>
<tr>
<td>them</td>
<td>/th/ /e/ /m/</td>
</tr>
<tr>
<td>bag</td>
<td>/b/ /a/ /g/</td>
</tr>
<tr>
<td>job</td>
<td>/j/ /o/ /b/</td>
</tr>
<tr>
<td>when</td>
<td>/w/ /e/ /n/</td>
</tr>
<tr>
<td>tag</td>
<td>/t/ /a/ /p/</td>
</tr>
<tr>
<td>sun</td>
<td>/s/ /u/ /n/</td>
</tr>
<tr>
<td>chin</td>
<td>/ch/ /i/ /n/</td>
</tr>
<tr>
<td>tough</td>
<td>/t/ /u/ /f/</td>
</tr>
<tr>
<td>ship</td>
<td>/sh/ /i/ /p/</td>
</tr>
</tbody>
</table>

More challenging words for older or advanced students:

<table>
<thead>
<tr>
<th>Word</th>
<th>Phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>chest</td>
<td>/ch/ /e/ /s/ /t/</td>
</tr>
<tr>
<td>clap</td>
<td>/k/ /l/ /a/ /p/</td>
</tr>
<tr>
<td>pinch</td>
<td>/p/ /i/ /n/ /ch/</td>
</tr>
<tr>
<td>bump</td>
<td>/b/ /ü/ /m/ /p/</td>
</tr>
<tr>
<td>flip</td>
<td>/f/ /l/ /i/ /p/</td>
</tr>
<tr>
<td>left</td>
<td>/l/ /e/ /f/ /t/</td>
</tr>
<tr>
<td>stop</td>
<td>/s/ /t/ /o/ /p/</td>
</tr>
<tr>
<td>fast</td>
<td>/f/ /a/ /s/ /t/</td>
</tr>
<tr>
<td>club</td>
<td>/k/ /l/ /ü/ /b/</td>
</tr>
<tr>
<td>frog</td>
<td>/f/ /r/ /o/ /g/</td>
</tr>
</tbody>
</table>

Positive Error Correction for Finger-Stretching

If a student incorrectly stretches the phonemes:

• **Tell** student which phonemes were correct.
• **Repeat** the word for the student.
• **Prompt student** to say the word, listen for the missed phoneme(s), and
  stretch the phonemes again.
• If necessary, teacher or other students stretch the phonemes for the student
  correctly.
• **Prompt Reader** to correctly stretch the phonemes independently. Always
  finish with student independently stretching the phonemes correctly.

5 PHONEME BLENDING ACTIVITY

This blending activity is designed to build a student’s understanding of
phonemes. The teacher will produce individual phonemes (with a distinct
pause in between) and ask students to blend the phonemes together to
produce a real word.
One easy way to make this activity more or less difficult is to adjust the length of the pause placed between the phonemes. To make it more difficult, use a longer pause between the phonemes. To make it less difficult, shorten the pause.

**I DO**

**Say:**
- “Now, we are going to do a phoneme blending activity. For this activity, I am going to give you three phonemes, and I want you to blend them together to make a real word. I will say the phonemes for the word twice. You will need to be really great listeners. Listen closely as I show you how to blend phonemes into words.

  - (pausing between each phoneme) \( /p/ /\text{ă}/ /\text{ch}/ \) \( /p/ /\text{ă}/ /\text{ch}/ \)
  - **Patch!** The word is patch."

**WE DO**

**Say:**
- “Now, let’s try some together. Remember to listen closely to the phonemes as I say them. Are you ready?

  - \( /s/ /\text{ĕ}/ /t/ \) \( /s/ /\text{ĕ}/ /t/ \)

**Ask** “What is the word?”

**Answer:** set

**Say:**
- “You’re right. The real word is set!
- Let’s blend some more phonemes into words.”

\( /b/ /\text{l}/ /\text{g}/ \) (big) \( /d/ /\text{l}/ /\text{k}/ \) (deck)
\( /n/ /\text{ă}/ /p/ \) (nap) \( /r/ /\text{ō}/ /k/ \) (rock)
\( /h/ /\text{ū}/ /t/ \) (hut) \( /j/ /\text{ă}/ /z/ \) (jazz)
\( /s/ /\text{l}/ /b/ \) (sob) \( /l/ /\text{l}/ /d/ \) (lid)
\( /m/ /\text{ū}/ /d/ \) (mud) \( /\text{lē}/ /i/ \) (edge)
\( /t/ /\text{l}/ /p/ \) (tip) \( /p/ /\text{ū}/ /f/ \) (puff)
\( /m/ /\text{ă}/ /t/ \) (mat) \( /\text{lō}/ /\text{n}/ \) (on)

More challenging words for older or advanced students:

\( /f/ /\text{l}/ /\text{ă}/ /t/ \) (flat) \( /b/ /\text{r}/ /\text{ă}/ /k/ \) (brick)
\( /s/ /\text{l}/ /\text{ū}/ /g/ \) (slug) \( /b/ /\text{lē}/ /s/ /t/ \) (best)
\( /t/ /\text{l}/ /\text{ū}/ /p/ \) (trip) \( /k/ /\text{l}/ /\text{ō}/ /g/ \) (clog)
PHONICS CONCEPT DAY 1
Review Consonant Sounds & Closed Syllables

TEACHER MATERIALS
- Blast Online or
- Large Letter & Color Tiles

STUDENT MATERIALS
- Holding whiteboard with tiles
- Working whiteboard

OBJECTIVES
- To define a Closed Syllable as a syllable with one vowel followed by one or more consonants that usually has a short vowel phoneme.
- To accurately read single-syllable Closed Syllable words with short vowel phonemes.

WHAT YOU NEED TO KNOW

Reminders about Consonants:
- A **consonant** is a letter that, on its own or when combined with other letters in a grapheme, spells a consonant sound. Letters are consonants only when they spell a consonant sound. For example, the letter **y** is a consonant in the word **yes** because it spells the consonant sound /y/. The letter **y** is a vowel in the word **by** because it spells the long **i** vowel sound.
- A **vowel** is a letter that, on its own or when combined with other letters in a grapheme, spells a vowel sound.
- It is important to have students properly articulate the consonant phonemes as they say them. For example, the articulation of the phoneme /b/ (the sound for the letter b) should be short and quick, with no addition of the /uh/ sound to the phoneme. See Appendix B, page 495, in Blast Foundations Book 1 for a chart that details the proper articulation of all of the consonant phonemes.

Reminders about Closed Syllables
- The term Closed Syllable refers to a syllable pattern that occurs with great regularity in English. Some researchers estimate that Closed Syllables make up more than half of the syllables in English words.
- The Closed Syllable pattern can be recognized visually by examining the pattern of vowels and consonants in words and their relationship to each other.
- The pattern of a Closed Syllable is one vowel letter followed by one or more consonants; **at, cat, cash,** and **catch** are all Closed Syllables.
• Closed Syllables occur in single-syllable and multisyllabic words; **nap-kin, sub-tract, es-tab-lish, Wis-con-sin**, and **un-in-hab-it-ed** are examples of words that are solely comprised of Closed Syllables.

• A Closed Syllable ends in one or more consonants but does not need to have a consonant letter before the vowel; **at, Ed, it, on, and up** are all Closed Syllables.

• Most of the time, the vowel letter in a Closed Syllable spells its short phoneme. Examples are: **ad, cab, trap, last, bland, shack, on, pop, flop, pomp, stomp, shock, Ed, met, step, best, trend, mesh, then, us, sun, glum, lump, slump, shuck, in, flip, hint, blimp, and thick.**

---

**START TEACHING:**  
**Review Consonant Sounds & Closed Syllables**

1 **STATE OBJECTIVES**

Say:

- “In this lesson, we are going to review the consonant letter sounds and the short sounds of the vowel letters.
- We are also going to review Closed Syllables and read and spell words that are Closed Syllables.”

2 **REVIEW CONSONANT AND SHORT VOWEL SOUNDS**

Remind students that:

- Every letter has a name.
- Every letter also has a sound.
- It is important to know both the name of the letter and the sound.

Open **Blast Online to Review Unit 1, Lesson 3, Letter Tiles.**

Say:

- “This is a picture of our alphabet. We are going to review these letters, one at a time. Remember that each letter has both a name and a sound.
- First, I am going to show you what to do. When I point to a letter, I will say the letter name, and when the letter disappears, there will be a sound box (on your click, Blast Online reveals a sound box with the letter **a** like this, /ă/). Remember, a sound box is when we see a letter between two slashes. When I see the sound box, I am going to say the letter sound.”
• If you don’t remember all of the letters and sounds, that is okay. We will review them together.

• Now, I am ready to review the names and sounds of the letters:
  • This is the letter a. It is a vowel, so it is red. (Click to reveal the sound box.) The short vowel sound the letter a makes is /ăăăăă/. 
  • This is the letter b, (click) and the sound this letter makes is /b/.
  • This is the letter c, (click) and the sound this letter makes is /k/.

  Continue with the rest of the alphabet.

  Remember:
  • You should articulate the letter sounds accurately.
  • For the vowels, say the short vowel sounds and remind students that the vowel letters are red.
  • The letters qu say two sounds, /kw/. In English, the letters q and u always stay together to produce a sound. We do not call the u a vowel when it is after the letter q.

  Click again after you have completed the alphabet and another alphabet will appear.

  Say “Now, it is your turn to say the names and sounds of the letters with me. Let’s go.”

  Click through the four rows of letters, and have students say the letter names and sounds with you.

  3 REVIEW CLOSED SYLLABLES

  Open Blast Online to Review Unit 1, Lesson 3, Closed Syllables.

  Say:
  • “Remember, a syllable is a word part. All words have at least one syllable. All syllables have at least one vowel letter.
  • One type of syllable is a Closed Syllable. All Closed Syllables have some things in common.
  • Closed Syllables have one vowel letter, and only one vowel letter, with one or more consonant letters after the vowel.
  • It’s very important to remember that the vowel phoneme in a Closed Syllable is usually short.”
Demonstrate Closed Syllables with letter tiles:

- **Display** five Closed Syllable words, one at a time.

  ![Letter Tiles](image)

  - tap
  - sent
  - box
  - in
  - up

For each word:

- **Point to** the word. As you click, an arrow will point to the one vowel letter and a red box will appear around the consonant letter following the vowel.

- **Ask:**

  - “What is the name of the vowel letter in this word?”
    Answer: varies
  - “What is the name of the consonant letter that follows the vowel?”
    Answer: varies
  - “Is that a Closed Syllable?”
    Answer: yes
  - “Why is it a Closed Syllable?”
    Answer: because it has just one vowel, followed by one or more consonants
  - “In a Closed Syllable, is the vowel phoneme usually long or short?”
    Answer: short
  - “What is the vowel phoneme?”
    Answer: students should produce the correct short vowel sound

### 4. WORD SORT – CLOSED SYLLABLE OR NOT?

**Say** “Now, we are going to sort words on the board. We will place words that are Closed Syllables in one column and words that are Not Closed Syllables in a different column.”

**Click** in Blast Online for the following headings in two columns: CLOSED and NOT CLOSED. As you click, each word will move to the correct column.

**Click** to show the word bed.

**Explain:**

- That this word is a Closed Syllable because it has only one vowel letter followed by one consonant letter.
- That this word is placed under the column with the heading CLOSED.

**Click** and the word bed will move under the CLOSED heading.

**Point to** and read the word seen.
Explain that this is not a Closed Syllable because it has two vowel letters instead of just one, so it is placed under NOT CLOSED.

Point to and read the rest of the words, one at a time.

Ask individual students if the word is a Closed Syllable or not.

Ask the student to explain why. (Answers are next to words below.)

<table>
<thead>
<tr>
<th>CLOSED</th>
<th>NOT CLOSED</th>
<th>Reason not closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>seen</td>
<td>has two vowels together in the syllable</td>
</tr>
<tr>
<td>bump</td>
<td>go</td>
<td>vowel is at the end of the syllable with no consonant to close it</td>
</tr>
<tr>
<td>which</td>
<td>she</td>
<td>vowel is at the end of the syllable with no consonant to close it</td>
</tr>
<tr>
<td>clap</td>
<td>soap</td>
<td>has two vowels together in the syllable</td>
</tr>
</tbody>
</table>

**BUILD REAL WORDS WITH CLOSED SYLLABLES**

Explain that students will build real words that are Closed Syllables.

**I DO: Build top**

Say the word top.

Stretch the phonemes - /t/ /ŏ/ /p/, top.

Place one colored tile on the board for each phoneme in top while saying the phonemes - /t/ /ŏ/ /p/.

Spell each phoneme by placing a letter tile above each colored tile while saying the phoneme.

Use Touch & Say to read top - /t/ /ŏ/ /p/, top.

Explain that this word is a Closed Syllable because it has one vowel letter, followed by one or more consonants.

Clear board.
WE DO: Build wig

Say “Now, let’s build the real word wig together. Repeat wig.”

Stretch the phonemes - /w/ /i/ /g/, wig.

Place one colored tile on the board for each phoneme in wig while saying the phonemes - /w/ /i/ /g/.

Ask individual students the following questions to lead them in spelling each phoneme by placing letter tiles above (or below) the colored tiles, one at a time:

• “What is the first phoneme you hear?”
  Answer: /w/

• “What letter spells /w/?”
  Answer: w

• “What is the next phoneme you hear?”
  Answer: /i/

• “What letter spells /i/?”
  Answer: i

• “What is the last phoneme you hear?”
  Answer: /g/

• “What letter spells /g/?”
  Answer: g

Use Touch & Say to read wig - /w/ /i/ /g/, wig.

Ask an individual student to explain why it is a Closed Syllable.

Teacher & students clear boards.

YOU DO: Build set, if, log, cup, lap

Explain that we are going to use colored tiles and letter tiles to build five real words that are Closed Syllables.

Dictate each of the following words, one at a time, following the Build a Word steps with each word and helping students as needed.

set – (Optional: It is my job to set the table for dinner.)

if – (Optional: If it rains, we will not go outside to play.)

log – (Optional: There were bugs under the log in the yard.)

cup – (Optional: My little brother is learning to drink from cup.)
**PHONICS CONCEPT DAY 1**

**UNIT | LESSON 3**

lap – (Optional: Dan wanted to run one more lap, but he was too tired.)

After dictating each word, all students build the words, one at a time.

Students should:

- **Say** the word.
- **Stretch** the phonemes in the word.
- **Put** one colored tile on boards for each sound while saying the sound.

```
[Tile representation for sounds]
```

- **Spell** the word by placing one letter tile above (or below) each colored tile.

```
[Tile representation for letters]
```

- **Use Touch & Say** to read the word.
- **Hold up** their boards so teacher can check their spelling and provide Positive Error Correction as needed.

**Ask an individual student** to explain why the word is a Closed Syllable.

**All students clear** boards and wait for the next word to be dictated.

---

**Positive Error Correction for Build a Word**

If a Reader misspells a word during Build a Word, provide Positive Error Correction:

- **Identify** the sounds the student spelled correctly.
- **Repeat** the word.
- **Prompt student** to repeat the word and listen for the misspelled sound. Then, have the student correct the spelling by changing one or more letter tiles.
- If necessary, you or another student may identify the misspelled sound and spelling for the student.
- **Prompt student** to independently use Touch & Say to read the word correctly. Always finish with the student independently using Touch & Say to verify that the word is spelled correctly.
PHONICS CONCEPT DAY 2
Review Digraphs and 2-Sound Blends

OBJECTIVES

• To define a digraph as two letters that spell one sound.
• To understand that digraph sh spells /sh/, digraph th spells /th/, digraph ch spells /ch/, digraph wh spells /w/, and digraph ck spells /k/.
• To accurately read and spell single-syllable words with digraphs sh, th, ch, wh, and ck.
• To accurately read and spell single-syllable words with 2-sound consonant blends.

WHAT YOU NEED TO KNOW

Reminders about Digraphs:

• A consonant digraph is two letters that make one sound: ch in chat, sh in shop, th in thin, wh in whale, ck in duck, ph in phone, ng in sang, gh in tough. (We teach only digraphs sh, th, ch, wh, and ck in Blast Foundations G1A lessons.)

• Digraph sh spells the sound /sh/, as in ship, shelf, and cash.

• Digraph th has a voiced phoneme as in that (the vocal chords are used) and an unvoiced phoneme (the vocal chords are not used) as in thumb. For more information about digraph th, see the What You Need to Know section of Unit 6, Lesson 3 on page 193 in Blast Book 1.

• The letters ch spell the digraph phoneme /ch/.

• The letters wh together spell the phoneme /w/. In standard American English, there is no difference between the phoneme made by the letter w and digraph wh. Digraph wh is generally used only at the beginning of words or at the beginning of syllables in compound words.
• The letters ck together spell the sound /k/. We call the letters ck together a digraph because the two letters together spell one sound /k/. The letters ck together are really a pseudo-digraph because each of the two letters separately spell the same sound as the two letters together /k/. The ck spelling is used in single-syllable words when the sound /k/ occurs right after the short vowel and at the end of the word as in back, deck, sick, lock, and duck. For more information about digraph ck, see the What You Need to Know section of Unit 9, Lesson 3 on page 289 in Blast Book 1.

Reminders about 2-Sound Blends

• A consonant blend is two or more consonants next to each other where each letter spells a separate sound.
  • bl and nd in the word blend are 2-sound consonant blends.
  • scr in scrap and mpt in the word prompt are 3-sound blends.

• A blend is different from a digraph because each letter in a blend spells its own sound, while the two letters in a digraph work together to spell one sound.

• A digraph blend is a type of 2-sound blend where one of the sounds is spelled with a consonant digraph and the other sound is a consonant letter. Examples include:
  • shr in the word shrimp.
  • nch in the word ranch.

• Students’ confusion between blends and digraphs is eliminated when blends are clearly taught as two or three letters representing two or three sounds, then explicitly compared to digraphs, which are two letters representing one sound.

• Teaching the letters in blends as having separate sounds makes it clear to students that the words spot and sun both have the same first sound even though one word has a blend and the other doesn’t.

• For more information about consonant blends, see the What You Need to Know section of Unit 13, Lesson 2 on page 413 in Blast Book 1.

START TEACHING:
Review Digraphs and 2-Sound Blends

1 STATE OBJECTIVES

Say:
• “In this lesson, we are going to review the sounds spelled by the digraphs we have learned.
• We are also going to review 2-sound blends to be sure we remember the difference between digraphs and 2-sound blends.
• We will then read and spell Closed Syllable words that have digraphs and blends.”
**2 REVIEW DIGRAPHS**

**Open**  *Blast Online to Review Unit 1, Lesson 4, Digraphs.*

**Students place** materials on desks.

**Remind students** that:

• Some phonemes are spelled with two letters.
• These are called digraphs.
• A digraph is two letters that spell one sound.

**Read** the definition on the board.

*A digraph is 2 letters that spell one sound.*

**Say** “We have learned five digraphs. Let’s review each of them.”

<table>
<thead>
<tr>
<th>sh</th>
<th>th</th>
<th>ch</th>
</tr>
</thead>
<tbody>
<tr>
<td>wh</td>
<td>ck</td>
<td></td>
</tr>
</tbody>
</table>

**Point to** letter tile **sh**.

**Say** “This is *digraph* sh. It spells the sound /sh/.”

**Students point to** the *digraph* sh tile on their holding boards and say /sh/.

**Point to** letter tile **th**.

**Say** “This is *digraph* th. It spells the sound /th/.”

**Students point to** the *digraph* th tile on their holding boards and say /th/.

**Point to** letter tile **ch**.

**Say** “This is *digraph* ch. It spells the sound /ch/.”

**Students point to** the *digraph* ch tile on their holding boards and say /ch/.

**Point to** letter tile **wh**.

**Say** “This is *digraph* wh. It spells the sound /w/.”

**Students point to** the *digraph* wh tile on their holding boards and say /w/.

**Point to** letter tile **ck**.

**Say** “This is *digraph* ck. It spells the sound /k/.”

**Students point to** the *digraph* ck tile on their holding boards and say /k/.

**Say:**

• “Remember, digraphs are two letters that work together to spell one sound.
• Let’s look at an example of a word with a digraph.”

**Say** the word *chat*. 
Stretch the phonemes - /ch/ /ă/ /t/, chat.

Place one colored tile on the board for each phoneme in chat while saying the phonemes - /ch/ /ă/ /t/.

Spell each phoneme by placing a letter tile above each colored tile while saying the phoneme.

Ask:

• “Does this word have a digraph?”
  Answer: yes

• “Which letters spell the digraph in this word?”
  Answer: c and h

• “How many sounds does the digraph spell?”
  Answer: one

• “What is the sound spelled by digraph ch?”
  Answer: /ch/

Say "The letters c and h work together to spell the sound /ch/ in chat. They are a digraph."

Use Touch & Say to read chat - /ch/ /ă/ /t/, chat.

3 REVIEW 2-SOUND BLENDS

Open Blast Online to Review Unit 1, Lesson 4, 2-Sound Blends.

Say:

• “Now, let’s review 2-sound blends.
  Remember, 2-sound blends are spelled with two consonant letters.
  Digraphs are also spelled with two consonant letters, but digraphs and 2-sound blends are very different.
  In digraphs, the two letters work together to spell one sound.
  In 2-sound blends, the two letters make two separate sounds.
  Let’s look at an example of a word with a 2-sound blend.”

Say the word clap.

Stretch the phonemes - /k/ /l/ /ă/ /p/, clap.
Place one colored tile on the board for each phoneme in clap while saying the phonemes - /k/ /l/ /ă/ /p/.

Spell each phoneme by placing a letter tile above each colored tile while saying the phoneme.

Ask:
- “Does this word have a digraph or a two-sound blend?”
  Answer: 2-sound blend
- “Which letters spell the 2-sound blend in this word?”
  Answer: c and l
- “How many sounds are in the 2-sound blend?”
  Answer: two
- “What are the sounds spelled by the 2-sound blend cl?”
  Answer: /k/ and /l/
- “If we take away the first sound in this word, would all the other sounds stay the same?”
  Answer: yes

Say “If we can take away one of the sounds or one of the letters and all the other sounds in the word are unchanged, then we know the letters are a consonant blend.”

Use Touch & Say to read clap - /k/ /l/ /ă/ /p/, clap.

Ask “If we take away the first sound, what word would be left?”
   Answer: lap

Say “Since the sounds /l/ /ă/ /p/ all stay the same when we take away the sound /k/, we know that cl is a 2-sound blend.”

Ask “If we put the first sound back and take away the second sound, what word would be left?”
   Answer: cap

Say “Since the sounds /k/ /ă/ /p/ all stay the same when we take away the sound /l/, we know that cl is a 2-sound blend.”
WORD SORT – DIGRAPH OR 2-SOUND BLEND?

Say “Now, we are going to sort words on the board. We will place words that have a digraph in one column and words that have a 2-sound blend in a different column.”

Click in Blast Online for the following headings in two columns: DIGRAPH and 2-SOUND BLEND. As you click, each word will move to the correct column.

Click to show the word pick.

Explain:
• That this word has digraph ck spelling the sound /k/.
• That this word is placed in the column with the heading DIGRAPH.

Click and the word pick will move under the DIGRAPH heading.

Point to and read the word bent.

Explain that this word has a 2-sound blend, nt. The letters n and t each spell their own sound, so it is placed under the 2-SOUND BLEND heading.

Point to and read the rest of the words, one at a time.

Ask individual students if the word has a digraph or a 2-sound blend. Ask the student to explain why. (Answers are next to words below.)

<table>
<thead>
<tr>
<th>DIGRAPH</th>
<th>2-SOUND BLEND</th>
<th>REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td>pick</td>
<td>bent</td>
<td>ck is a digraph; nt is a 2-sound blend</td>
</tr>
<tr>
<td>when</td>
<td>stop</td>
<td>wh is a digraph; st is a 2-sound blend</td>
</tr>
<tr>
<td>much</td>
<td>drip</td>
<td>ch is a digraph; dr is a 2-sound blend</td>
</tr>
<tr>
<td>thin</td>
<td>felt</td>
<td>th is a digraph; lt is a 2-sound blend</td>
</tr>
</tbody>
</table>

BUILD REAL WORDS WITH DIGRAPHS AND 2-SOUND BLENDS

Explain that students will build real words with digraphs and 2-sound blends.

I DO: Build hush

Say the word hush.

Stretch the phonemes - /h/ /ʊ/ /ʃ/, hush.
**Place** one colored tile on the board for each phoneme in **hush** while saying the phonemes - /h/ /ŭ/ /sh/.

![hush tiles]

**Spell** each phoneme by placing a letter tile above each colored tile while saying the phoneme.

![hush letters]

**Use Touch & Say** to read **hush** - /h/ /ŭ/ /sh/, **hush**.

**Explain** that this word has **digraph sh**. The letters s and h work together to spell the sound /sh/.  

**Clear** board.

---

**WE DO: Build ** **flag**

**Say** “Now, let’s build the real word **flag** together. Repeat **flag**.”

**Stretch** the phonemes - /f/ /l/ /ă/ /g/, **flag**.  

**Place** one colored tile on the board for each phoneme in **flag** while saying the phonemes - /f/ /l/ /ă/ /g/.

![flag tiles]

**Ask individual students** the following questions to lead them in spelling each phoneme by placing letter tiles above (or below) the colored tiles, one at a time:

![flag letters]

- “What is the first phoneme you hear?”  
  Answer: /f/

- “What letter spells /f/?”  
  Answer: **f**

- “What is the next phoneme you hear?”  
  Answer: /l/

- “What letter spells /l/?”  
  Answer: **l**

- “What is the next phoneme you hear?”  
  Answer: /ă/

© 2018 Really Great Reading Company, LLC
• “What letter spells /ă/?”
  Answer: a

• “What is the last phoneme you hear?”
  Answer: /g/

• “What letter spells /g/?”
  Answer: g

Use Touch & Say to read flag - /f/ /l/ /ă/ /g/, flag.

Ask an individual student to explain whether flag has a digraph or a 2-sound blend.

Teacher & students clear boards.

YOU DO: Build this, mash, plug, trap, sock

Explain that we are going to use colored tiles and letter tiles to build five real words that are Closed Syllables.

Dictate each of the following words, one at a time, following the Build a Word steps with each word and helping students as needed.

this – (Optional: My birthday is this week!)
mash – (Optional: Please mash up the bananas and add them to the bowl.)
plug – (Optional: We had to plug the television in to see if it was working.)
trap – (Optional: Sam placed some cheese in the mouse trap on the floor.)
sock – (Optional: I finally found the lost sock that I was looking for.)

After dictating each word, all students build the words, one at a time. Students should:

• Say the word.

• Stretch the phonemes in the word.

• Put one colored tile on boards for each sound while saying the sound.

• Spell the word by placing one letter tile above (or below) each colored tile.
• **Use Touch & Say** to read the word.
• **Hold up** their boards so teacher can check their spelling and provide Positive Error Correction as needed

**Ask an individual student** to explain if the word has a digraph or a 2-sound blend.

**All students clear** boards and wait for the next word to be dictated.
WRAP UP & SHOW WHAT YOU KNOW

OBJECTIVES

• **Detective Work**—To identify the graphemes in printed words and produce the proper phoneme for each grapheme; to blend the graphemes together to produce real words.

• **Word Sort**—To read real words, identify the number of phonemes, and determine if the word contains a digraph or a 2-sound consonant blend.

• **Phrases to Read**—To read phrases with a controlled set of Heart Words and grapheme-phoneme combinations.

WHAT YOU NEED TO KNOW

• In typical *Blast Foundations G1A* units, Lessons 4 and 5 provide practice activities designed for students to read controlled text that allows them to systematically practice with the phonics concept that they learned in the unit.

• In these Review units, there is only one practice lesson per unit. Lesson 5 contains three of the student practice activities from a typical *Blast* unit.

• This student practice lesson contains the following three practice activities:
  - **Detective Work**
  - **Word Sort**
  - **Phrases to Read**

• For full instructions on how to complete these activities, refer to the following pages in *Blast Foundations G1A Book 1*:
  - **Detective Work**: Unit 3, Lesson 4 What You Need to Know (page 98) or Appendix A (page 486)
  - **Word Sort**: Unit 1, Lesson 2 What You Need to Know (page 11) or Appendix A (page 488)
  - **Phrases to Read**: Unit 3, Lesson 4 What You Need to Know (page 98) or Appendix A (page 489)
1 STATE OBJECTIVES

Explain:

- In this lesson, we will practice our detective skills by looking for clues that tell us how to sound out real words.
- In Word Sort, we will sort words according to how many phonemes they have and whether they have a digraph or a 2-sound consonant blend.
- We will also read words in short phrases with 100% accuracy.

2 DETECTIVE WORK – MARK IT!

Open Blast Online to Review Unit 1, Lesson 5, Mark It!

Students turn to page 1 in their review packets.

Say:

- “In today’s Detective Work, we will read words with digraphs and 2-sound blends. Remember, if we see a digraph, we will underline it with one line because it spells only one sound. When we see a 2-sound blend, we will underline each letter in the blend separately because the letters each say their own sounds.
- Watch as I underline letters while saying their phonemes and then read the whole word.”

Say:

- “/sh/” while underlining the sh
- “/i/” while underlining the i
- “/p/” while underlining the p
- “ship”

Students repeat the process for the word ship.

Model the process above for the rest of the words, one at a time. After
each word, have students repeat you orally and on paper. Make sure students are underlining each grapheme as they are saying the proper phoneme.

3 DETECTIVE WORK – READ IT!

Remind students:
- The next section is called Read It!
- In this section, I will be calling on one student at a time to read a row of words out loud to the group.
- In Read It!, we do not underline the letters, we just read the words.
- When it is your turn to read, read loud enough so everyone can hear.
- When it is not your turn to read, you will be a Checker, listening for accuracy. We will give the reader a thumbs-up if they read all of the words correctly, and we will give them a thumbs-to-the-side if there is a word they need to try again.

Students read a row of words out loud.

4 WORD SORT – HOW MANY PHONEMES? IS THERE A DIGRAPH OR A BLEND?

Open Blast Online to Review Unit 1, Lesson 5, Word Sort.

Students turn to page 2 in their review packets.

Explain that today, we will sort words in two ways. First, we will determine how many phonemes a word has, and then we will figure out if the word has a digraph or a 2-sound blend.
WE DO:

Read  the word: clip

Stretch  clip - /k/ /l/ /ĭ/ /p/, clip.

Ask  “How many phonemes are in the word clip?”
    Answer: four

Circle  the number 4 in the How many phonemes? column while directing students to circle the number 4 in the How many phonemes? column on their page.

Ask:
    • “Does clip have a digraph or a 2-sound blend?”
      Answer: 2-sound blend
    • “Which two letters make up the 2-sound blend?”
      Answer: the c and the l
    • “In which column should we place a checkmark?”
      Answer: 2-sound blend

Place  a checkmark in the Blend column while directing students to place a checkmark in the Blend column on their page.

Read  the next word: sack.

Stretch  sack - /sl/ /ă/ /k/, sack.

Ask  “How many phonemes are in the word sack?”
    Answer: three

Circle  the number 3 in the How many phonemes? column while directing students to circle the number 3 in the How many phonemes? column on their page.

Ask:
    • “Does sack have a digraph or a 2-sound blend?”
      Answer: digraph
    • “Which two letters make up the digraph?”
      Answer: the c and the k
    • “In which column should we place a checkmark?”
      Answer: Digraph

Place  a checkmark in the Digraph column while directing students to place a checkmark in the Digraph column on their page.

YOU DO:

Students sort  remaining words independently.

Call on individual students  to read a word, identify the number of phonemes, and identify whether each word contains a digraph or a 2-sound blend.

Students check  answers and correct any errors.
Students turn to page 3 in their review packets.

Remind students:

- In Phrases to Read, our goal is to read each phrase accurately the first time.
- Some of the phrases are silly, and some of the words will be unfamiliar. Even though some words may be unfamiliar, you will be able to read them because you have learned all of the phonemes in them.
- When you are not a Reader, you will be a Checker.
- Make sure you read loud enough for everyone to hear.

Individual students read at least two phrases.

Direct Checkers to give a thumbs-up if the Reader reads all of the words correctly or a thumbs-to-the-side if the Reader misreads a word(s). If the Reader misreads any words, teacher follows Positive Error Correction instructions.

- If time permits, provide each student with the opportunity to read at least one phrase. In small groups, you might consider letting each student read two phrases.

- Students who struggle should be given additional phrases for more practice.
OBJECTIVES

• OPTIONAL: To build automatic recognition of some grapheme-phoneme combinations.

WHAT YOU NEED TO KNOW

• This is an optional lesson. Utilize this lesson if you wish to review some digraph or trigraph sounds or the sounds of the “chunk” all using Blast Online’s Letter-Sound Generator.
• There are four standard routines that can be used to review letter sounds:
  - Look, Think, Say!
  - Pop-Up
  - 3-Up
  - Read a Row
• For instructions on how to run these standard routines, refer to the following pages in Blast Foundations G1A Book 1:
  - Unit 2, Lesson 1 What You Need to Know (page 43)
  - Unit 3, Lesson 1 What You Need to Know (page 77)
  - Appendix A (page 472)
• When a consonant letter makes multiple sounds, we teach the most common sound first.

TEACHER MATERIALS

• Blast Online or
• Short and Long Vowels Posters

STUDENT MATERIALS

• None
BEFORE TEACHING:
Letter-Sound Fluency Set-Up

Open Blast Online to Review Unit 2, Letter-Sound Generator.

Choose three letter sounds to teach and three letter sounds to review and practice.

Optional: Print Read a Row Teacher Recording Forms.

START TEACHING:
Letter-Sound Fluency

1 STATE OBJECTIVES

Explain that in this lesson, we will review the sounds for six consonant letters or digraphs. We will play Look, Think, Say!, Pop-Up, 3-Up, and Read a Row to help us remember them.

2 REVIEW LETTERS & SOUNDS WITH LOOK, THINK, SAY!

Open Blast Online to Review Unit 2, Lesson 1, Look, Think, Say!

Say “We are going to review six letters or letter combinations and their sounds today. We will start with the game Look, Think, Say!”

Use Look, Think, Say! procedure to review six letters.

Remind students that it is important to remember that we are very quiet when we are “Looking” and “Thinking,” and then we are LOUD when we are “Saying.” Look quietly. Think quietly. Say loudly.

3 POP-UP LETTER-SOUND PRACTICE WITH LOOK AND SAY!

Open Blast Online to Review Unit 2, Lesson 1, Pop-Up.

Say “Now that we have practiced some letter names and sounds, we are going to just ‘Look’ quickly and ‘Say’ the sound that we remember.”

Use Look and Say! to review the individual sounds as the sound boxes appear.
3-UP LETTER-SOUND REVIEW WITH LOOK, THINK, SAY!

Open Blast Online to Review Unit 2, Lesson 1, 3-Up.
Say “Now, we are going to Look, Think, Say! with groups of letter tiles and their sounds.”

I DO: Demonstrate with example letters
Use Look, Think, Say! to review the grouped letter tiles and their sounds.

READ A ROW GAME TO PRACTICE LETTER SOUNDS

Open Blast Online to Review Unit 2, Lesson 1, Read a Row.
Say “Now, we are going to read a row of letter sounds.”
Call on one student to Read a Row of letter sounds out loud to the class.
When the student is done reading, ask the Checkers to show the thumbs-up or thumbs-to-the-side gesture.

For Read a Row, you need a copy of the student tracking chart if you choose to record the students’ performance. The tracking chart can be printed from the Blast Online Letter-Sound Generator, and a sample can be found in the Appendix of Blast Foundations G1A Book 1 on page 505.
PHONEMIC AWARENESS
Review Long Vowel Phonemes

OBJECTIVES

• To accurately segment phonemes in single-syllable words with short a, short i, short u, short o, and short e.
• To accurately identify the short and long vowel phonemes in spoken words.
• To accurately blend phonemes together to produce single-syllable words with short and long vowel phonemes.

WHAT YOU NEED TO KNOW

Reminders about Long Vowel Phonemes:

• Long vowel phonemes are taught by associating the phoneme with a motion; students will write the lowercase letters in the air. There will NOT be any guideword associated with long vowel phonemes.

• If a student struggles to decode a word, a silent demonstration of a vowel “motion,” a simple visual prompt by the teacher, proves to be beneficial in helping students recall the vowel sounds.

• The goal is for students to be able to identify the vowel sound and category automatically once they have been exposed to the vowel guidewords and motions.

- Long a
  • Long a is the first phoneme in the word “apron.”
  • The symbol for the long a phoneme is /āāāāā/.
  • The motion for long a is to write the lowercase letter a in the air while you say the long a sound, /āāāāā/.

- Long i
  • Long i is the first phoneme in the word “island.”
  • The symbol for the long i phoneme is /ī/.
  • The motion for long i is to write the lowercase letter i in the air while you say the long i sound, /īīīīī/. 
- **Long u**
  - *Long u* is the first phoneme in the word “unicorn.”
  - The symbol for the *long u* phoneme is /yʊʊ/.
  - The motion for *long u* is to write the lowercase letter *u* in the air while you say the *long u* sound, /yʊʊ/.
  - Some disagreement exists with regard to teaching the *long u* sound.
    - Reading teachers and reading programs disagree as to whether to teach the *long u* phoneme as /yʊʊ/, which is the name of the letter *u*, or as /ʊʊ/, which is the vowel phoneme in *boot*.
    - Some reading programs teach both of these phonemes for *long u* (“two sounds of long u”). In *Blast*, *long u* is taught as /yʊʊ/, while /ʊʊ/ (which is the middle phoneme in *food*) is taught as an “other” phoneme (see Unit 21 in *Blast Book 2*).
    - For more information on the *long u* phoneme, /yʊʊ/, see the What You Need to Know section of Unit 5, Lesson 2 on page 155 of *Blast Book 1*.

- **Long o**
  - *Long o* is the first phoneme in the word “ocean.”
  - The symbol for the *long o* phoneme is /ʌ/.
  - The motion for *long o* is to write the lowercase letter *o* in the air while you say the *long o* sound, /ʌ/.

- **Long e**
  - *Long e* is the first phoneme in the word “eagle.”
  - The symbol for the *long e* phoneme is /ɛ/.
  - The motion for *long e* is to write the lowercase letter *e* in the air while you say the *long e* sound, /ɛ/.
  - See the What You Need to Know section in Unit 1, Lesson 2 on page 5 of this mini *Teacher Guide* for some reminders about phonemic awareness and segmenting and blending phonemes.

**START TEACHING:**

**Review Long Vowel Phonemes**

1. **STATE OBJECTIVES**

   **Say:**
   - “In this lesson, we are going to review the five short vowel phonemes and motions. We will then review the five long vowel phonemes and motions.
   - We are going to finger-stretch words with the short and long vowel phonemes.”
• We are also going to blend the phonemes in words with short and long vowels."

2 REMINDER

Say:

• “Remember, in the phonemic awareness part of our Blast lessons, we will be listening to phonemes in words without looking at or naming letters.
• We will be talking about the speech sounds in words, which are called phonemes. We will not be talking about letter names.
• I will not write words or letters on the board, and I will not be talking about letter names.”

3 REVIEW SHORT VOWEL PHONEMES

Open Blast Online to Review Unit 2, Lesson 2, Short Vowels Poster.

Say “We have already learned that there are five short vowel phonemes and five long vowel phonemes. Today, we will focus on the short vowel phonemes.”

Point to the Short Vowels Poster, and explain that students will review all the short vowel phonemes.

Review the short a phoneme and movement:

• Say “/ă/ is a short vowel phoneme. We learned a movement and guideword for this phoneme.”
• Make the “apple” motion by pretending to hold an apple in your hand in front of your chest and then moving your hand from left to right in front of your chest while saying the phoneme /ă/.
• Direct students to make the “apple” motion as they say /ă/.
  (Make the “apple” motion with students.)

Review the short i phoneme and movement:

• Say “/ĭ/ is a short vowel phoneme. We learned a movement and guideword for this phoneme.”
• Make the “itch” motion by itching the inside of your forearm while saying the phoneme /ĭ/.
• Direct students to make the “itch” motion as they say /ĭ/.
  (Make the “itch” motion with students.)

Review the short u phoneme and movement:

• Say “/ŭ/ is a short vowel phoneme. We learned a movement and guideword for this phoneme.”
• Make the “up” motion by pointing your index finger up while moving your hand from below your waist to above your head while saying the phoneme /ŭ/.

Remember to elongate the vowel articulation by holding the vowel phoneme for 2-3 seconds. When asked to elongate the vowel phoneme, the vowel phoneme is represented like this: /aaaaa/. 
• **Direct students to make** the “up” motion as they say /ʊ/. (Make the “up” motion with students.)

**Review** the short o phoneme and movement:

• **Say** “/oʊ/ is a short vowel phoneme. We learned a movement and guideword for this phoneme.”

• **Make** the “octopus” motion by holding your hand up high with your fingers dangling down like octopus tentacles, wiggling your fingers and moving your hand from left to right while saying the phoneme /ʊ/.

• **Direct students to make** the “octopus” motion as they say /oʊ/. (Make the “octopus” motion with students.)

**Review** the short e phoneme and movement:

• **Say** “/eɪ/ is a short vowel phoneme. We learned a movement and guideword for this phoneme.”

• **Make** the “edge” motion by tracing your index finger along the edge of a desk or table while saying the phoneme /eɪ/.

• **Direct students to make** the “edge” motion as they say /eɪ/. (Make the “edge” motion with students.)

---

**4 REVIEW LONG VOWEL PHONEMES**

Open *Blast Online* to Review Unit 2, Lesson 2, Long Vowels Poster.

**Say** “Now, we will review the long vowel phonemes.”

**Review** the long a phoneme and movement:

• **Make** the long a motion by writing the lowercase letter a in the air while saying /āāāāā/.

• **Direct students to make** the long a motion by writing the lowercase letter a in the air as they say /āāāāā/.

• **Practice** with students three times. Remind them to say, “Long a says its name.”

**Review** the long i phoneme and movement:

• **Say** “The long i vowel sound is /īīīīī/. It’s just like saying the name of the letter. To help us remember the long i sound, we pretend to write the lowercase letter i in the air.

• **Make** the long i motion by writing the lowercase letter i in the air while saying /īīīīī/.

• **Direct students to make** the long i motion by writing the lowercase letter i in the air as they say /īīīīī/.

• **Practice** with students three times. Remind them to say, “Long i says its name.”
**Review** the *long u* phoneme and movement:

- **Say** “The *long u* vowel sound is /yōōōō/. It’s just like saying the name of the letter. To help us remember the *long u* sound, we pretend to write the lowercase letter u in the air.
- **Make** the *long u* motion by writing the lowercase letter u in the air while saying /yōōōō/.
- **Direct students to make** the *long u* motion by writing the lowercase letter u in the air as they say /yōōōō/.
- **Practice** with students three times. Remind them to say, “*Long u* says its name.”

**Review** the *long o* phoneme and movement:

- **Say** “The *long o* vowel sound is /ōōōōō/. It’s just like saying the name of the letter. To help us remember the *long o* sound, we pretend to write the lowercase letter o in the air.
- **Make** the *long o* motion by writing the lowercase letter o in the air while saying /ōōōōō/.
- **Direct students to make** the *long o* motion by writing the lowercase letter o in the air as they say /ōōōōō/.
- **Practice** with students three times. Remind them to say, “*Long o* says its name.”

**Review** the *long e* phoneme and movement:

- **Say** “The *long e* vowel sound is /ēēēēē/. It’s just like saying the name of the letter. To help us remember the *long e* sound, we pretend to write the lowercase letter e in the air.
- **Make** the *long e* motion by writing the lowercase letter e in the air while saying /ēēēēē/.
- **Direct students to make** the *long e* motion by writing the lowercase letter e in the air as they say /ēēēēē/.
- **Practice** with students three times. Remind them to say, “*Long e* says its name.”

**5 REVIEW SHORT AND LONG VOWEL PHONEMES**

**Point** to the *Short and Long Vowels Posters.*

**Say** “Now, I am going to say the short and long vowel sounds, one at a time, and I want you to make the motions.”

**Say** each sound, one at a time, and direct students to make the corresponding motion:

- **Say** “/ōōōōō/.” Students write the lowercase letter o in the air.
- **Say** “/ēēēēē/.” Students make the “edge” motion.
PHONEMIC AWARENESS

• Say “/ēēēēē/.” Students write the lowercase letter e in the air.
• Say “/āāāāā/.” Students make the “apple” motion.
• Say “/ūūūūū/.” Students make the “up” motion.
• Say “/ăăăăă/.” Students write the lowercase letter a in the air.
• Say “/yōōōō/.” Students write the lowercase letter u in the air.
• Say “/ĭĭĭĭĭ/.” Students make the “itch” motion.
• Say “/ŏŏŏŏŏ/.” Students make the “octopus” motion.
• Say “/īīīīī/.” Students write the lowercase letter i in the air.

Say “Now, I am going to make the motions, one at a time, and I want you to tell me the sound.”

Make each motion, one at a time, and direct students to say the corresponding sound:

• Write the lowercase letter i in the air. Students say /īīīīī/.
• Make the “edge” motion. Students say /ēēēēē/.
• Write the lowercase letter a in the air. Students say /āāāāā/.
• Make the “itch” motion. Students say /ĭĭĭĭĭ/.
• Write the lowercase letter o in the air. Students say /ŏŏŏŏŏ/.
• Make the “up” motion. Students say /ūūūūū/.
• Make the “octopus” motion. Students say /ŏŏŏŏŏ/.
• Write the lowercase letter u in the air. Students say /yōōōō/.
• Make the “apple” motion. Students say /ăăăăă/.
• Write the lowercase letter e in the air. Students say /ēēēēē/.

6 SEGMENT WORDS WITH SHORT AND LONG VOWEL PHONEMES

I DO: Finger-Stretch team

Say “I will stretch out a word for you. The word is team.”
(Optional – “I hope to join a soccer team this year.”)

Repeat team with closed fist at chest.

Stretch team - /t/ /ē/ /m/, team, beginning with the thumb.

Say “Team has three phonemes. The vowel phoneme is /ēēēēē/. I know the vowel phoneme /ēēēēē/ is long because /ēēēēē/ is the just like saying the name of the letter e (while making the long e movement)."
WE DO: Finger-Stretch safe

Say “Now, let's stretch out a word together. Our word is safe.”
(Optional – “Looking both ways before crossing the street will keep you safe.”)

Students repeat safe with closed fists at chests.

Teacher and Students stretch safe - /s/ /ā/ /f/, safe, beginning with the thumb.

Ask students:

• “How many phonemes did you hear?”
  Answer: three

• “What is the vowel phoneme?”
  Answer: /āāāāā/

• “Is that long or short?”
  Answer: long

• “How do you know the vowel phoneme is long?”
  Answer: because /āāāāā/ says the name of the letter a (while making the long a movement)

YOU DO: Finger-Stretch words with short and long vowel phonemes

Ask individual students to stretch phonemes in the words below. After students stretch the phonemes, ask:

• “How many phonemes did you hear?”
  Answer: varies, depending on the word

• “What is the vowel phoneme?”
  Answer: varies, depending on the word

• “Is that long or short?”
  Answer: long or short, depending on the word

• “How do you know the vowel phoneme is long or short?”
  Answer: (Students can answer with own words or by reading the sentence on the Short or Long Vowels Poster.)

cube /k/ /yōō/ /b/
sip /s/ /ī/ /p/
time /t/ /ī/ /m/
shut /sh/ /ū/ /t/

hope /h/ /ō/ /p/
shine /sh/ /ī/ /n/

have /h/ /ā/ /v/
soap /s/ /ō/ /p/

cheese /ch/ /ē/ /z/
game /g/ /ā/ /m/

got /g/ /ō/ /t/
phone /f/ /ō/ /n/
More challenging words for older or advanced students:

- state /s/ /t/ /ā/ /t/
- spoke /s/ /p/ /ō/ /k/
- flame /fl/ /ä/ /m/
- chomp /ch/ /ō/ /m/ /p/
- flight /fl/ /i/ /i/ /i/

- mule /m/ /yō/ /l/
- stub /s/ /ū/ /b/
- steam /s/ /ū/ /ē/ /m/
- chose /ch/ /ō/ /z/
- crime /k/ /r/ /ē/ /m/

Positive Error Correction for Finger-Stretching

If a student incorrectly stretches the phonemes:

- **Tell** student which phonemes were correct.
- **Repeat** the word for the student.
- **Prompt student** to say the word, listen for the missed phoneme(s), and stretch the phonemes again.
- If necessary, teacher or other students stretch the phonemes for the student correctly.
- **Prompt Reader** to correctly stretch the phonemes independently. Always finish with student independently stretching the phonemes correctly.

7 PHONEME BLENDING ACTIVITY

This blending activity is designed to build a student’s understanding of phonemes. The teacher will produce individual phonemes (with a distinct pause in between) and ask students to blend the phonemes together to produce a real word.

One easy way to make this activity more or less difficult is to adjust the length of the pause placed between the phonemes. To make it more difficult, use a longer pause between the phonemes. To make it less difficult, shorten the pause.

**I DO**

**Say:**

- “Now, we are going to do a phoneme blending activity. For this activity, I am going to give you three phonemes, and I want you to blend them together to make a real word. I will say the phonemes for the word twice. You will need to be really great listeners. Listen closely as I show you how to blend phonemes into words.

- (pausing between each phoneme) /t/ /ā/ /p/ /t/ /ā/ /p/
- **Tape!** The word is **tape**.”
WE DO

Say:

- “Now, let’s try some together. Remember to listen closely to the phonemes as I say them. Are you ready?
- /f/ /ī/ /n/    /f/ /ī/ /n/”

Ask “What is the word?”
Answer: fine

Say:

- “You’re right. The real word is fine!
- Let’s blend some more phonemes into words.”

/ls/ /l/ /kl/ (soak) /kl/ /yō/ /tl/ (cute)
/lg/ /lā/ /lt/ (gate) /lg/ /lē/ /ls/ (geese)
/lfl/ /lī/ /ln/ (fun) /lbl/ /lē/ /ld/ (bead)
/lfl/ /lō/ /ld/ (toad) /hl/ /lt/ (high)
/lv/ /lō/ /l/ (view) /lv/ /lā/ /ls/ (race)
/lkl/ /lī/ /ld/ (kid) /lō/ /lt/ (oat)
/lsl/ /lī/ /ln/ (sign) /lfl/ /lē/ /ld/ (feed)

More challenging words for older or advanced students:

/ls/ /lt/ /lī/ /l/ (style) /lg/ /l̩/ /lā/ /lt/ (great)
/lsl/ /l̩/ /lō/ /ln/ (stone) /lbl/ /lē/ /ls/ /lt/ (beast)
/lfl/ /l̩/ /lā/ /ld/ (trade) /lg/ /l̩/ /lā/ /ld/ (glad)
OBJECTIVES

- To define a trigraph as three letters that spell one sound.
- To understand that trigraph tch spells /ch/ and trigraph dge spells /j/.
- To accurately read and spell single-syllable words with trigraphs tch and dge.

WHAT YOU NEED TO KNOW

Reminders about Trigraphs:

- English has two consonant trigraphs: trigraph tch and trigraph dge.
  - A trigraph is three letters that spell one phoneme.
  - tch spells /ch/ as in match.
  - dge spells /j/ as in judge.

Trigraph tch

- tch is used to spell the phoneme /ch/ when the phoneme /ch/ immediately follows a single short vowel in a single-syllable word such as batch, hatch, stitch, botch, or hutch.
- ch is used at the end of a word with a long vowel phoneme: reach, pooch, coach.
- ch is used at the end of a word that has a consonant after the vowel: ranch, pinch, lunch.

Trigraph dge

- No word in English ends with the letter j. The spelling for /j/ at the end of a word will be either dge or ge.
- dge is used to spell the phoneme /j/ when the phoneme /j/ immediately follows a single short vowel in a single-syllable word such as badge, wedge, ridge, dodge, or judge.
- ge is used at the end of a word with a long vowel phoneme: page, huge, siege.
- ge is used at the end of a word that has a consonant after the vowel: range, hinge, lunge.
PHONICS CONCEPT DAY 1

START TEACHING:
Review Trigraphs

1 STATE OBJECTIVES

Say:
• “In this lesson, we are going to review the sounds spelled by the trigraphs we have learned.
• We will then read and spell Closed Syllable words that have trigraphs. The words we will read may also have digraphs and 2-sound blends.”

2 REVIEW DIGRAPHS

Open Blast Online to Review Unit 2, Lesson 3, Digraphs.
Students place materials on desks:

Remind students that:
• Some phonemes are spelled with more than one letter.
• Phonemes spelled with two letters are called digraphs.
• A digraph is two letters that spell one sound.

Point to the digraph letter tiles on the board and say each phoneme.

Students Touch & Say each digraph letter tile on their holding boards.
3 REVIEW TRIGRAPH TCH

Open Blast Online to Review Unit 2, Lesson 3, Trigraph tch.

Say:
- “Remember, some phonemes are spelled with three letters working together instead of one or two.
- Three letters that spell one phoneme together are called a trigraph.”

Point to the letter tile tch.

Say “Remember, the three letters, tch, spell one phoneme together. They spell the phoneme /ch/.”

Say the word match.

Stretch the phonemes - /m/ /ă/ /ch/.

Place one colored tile on the board for each phoneme in match while saying the phonemes - /m/ /ă/ /ch/.

Spell each phoneme by placing a letter tile above each colored tile while saying the phoneme.

Use Touch & Say to read match - /m/ /ă/ /ch/, match.

Ask:
- “What one phoneme do the three letters tch spell in match?”
  Answer: /ch/
- “What do we call the three letters tch?”
  Answer: a trigraph
- “How many syllables are in the word?”
  Answer: one
- “Where is the phoneme /ch/ in the word?”
  Answer: at the end
- “Is there any other phoneme between the vowel and /ch/?”
  Answer: no

Say:
- “The letters t, c, and h work together to spell the sound /ch/ in match. They are a trigraph.”
• We use *trigraph tch* to spell the phoneme /ch/ when it comes right after the vowel in a single-syllable word with only one vowel and at the end of the word.

• We never use *tch* at the beginning of a word.

**Ask** “What one phoneme do the three letters *tch* spell in *match*?”

**Answer:** /ch/

**Ask** students to point to *trigraph tch* on their holding boards and say the sound /ch/.

---

4 **REVIEW TRIGRAPH DGE**

**Open** Blast Online to Review Unit 2, Lesson 3, *Trigraph dge*.

**Say** “Now, let’s review the second trigraph we have learned.”

**Point to** the letter tile *dge*.

**Say** “Remember, the three letters, *dge*, spell one phoneme together. They spell the phoneme /j/.”

**Say** the word *fudge*.

**Stretch the phonemes** - /f/ /ŭ/ /j/.

**Place** one colored tile on the board for each phoneme in *fudge* while saying the phonemes - /f/ /ŭ/ /j/.

**Spell** each phoneme by placing a letter tile above each colored tile while saying the phoneme.

**Use Touch & Say** to read *fudge* - /f/ /ŭ/ /j/, *fudge*. 
Ask:

• “What one phoneme do the three letters dge spell in fudge?”
  Answer: /j/

• “What do we call the three letters dge?”
  Answer: a trigraph

• “How many syllables are in the word?”
  Answer: one

• “Where is the phoneme /j/ in the word?”
  Answer: at the end

• “Is there any other phoneme between the vowel and /j/?”
  Answer: no

Say:

• “The letters d, g, and e work together to spell the sound /j/ in fudge. They are also a trigraph, just like trigraph tch.

• We use trigraph dge to spell the phoneme /j/ when it comes right after a short vowel sound.

• No word in English ends in the letter j. We use dge or ge to spell /j/ at the end of words. Today, we are reviewing dge. We will not be talking about the spelling ge.

• We never use dge at the beginning of a word.”

Ask “What one phoneme do the three letters dge spell in fudge?”

Answer: /j/

Ask students to point to trigraph dge on their holding boards and say the sound /j/.

WORD SORT – DIGRAPH OR TRIGRAPH?

Say “Now, we are going to sort words on the board. We will place words that have a digraph in one column and words that have a trigraph in a different column.”

Click in Blast Online for the following headings in two columns: DIGRAPH and TRIGRAPH. As you click, each word will move to the correct column.

Click to show the word bridge.
Explain:

- That this word has three letters working together as trigraph *dge* to spell the sound /j/.
- That this word is placed under the column with the heading TRIGRAPH.

**Click** and the word *bridge* will move under the TRIGRAPH heading.

**Point to** and read the word *wish*.

**Explain** that this word has a digraph, *sh*. The two letters, *s* and *h*, work together to spell the sound /sh/, so it is placed under the DIGRAPH heading.

**Point to** and read the rest of the words, one at a time.

**Ask individual students** if the word has a digraph or a trigraph.

**Ask** the student to explain why. (Answers are next to words below.)

<table>
<thead>
<tr>
<th>DIGRAPH</th>
<th>TRIGRAPH</th>
<th>REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td>wish</td>
<td>bridge</td>
<td><em>sh</em> is a digraph; <em>dge</em> is a trigraph</td>
</tr>
<tr>
<td>chest</td>
<td>hutch</td>
<td><em>ch</em> is a digraph; <em>tch</em> is a trigraph</td>
</tr>
<tr>
<td>quick</td>
<td>dodge</td>
<td><em>ck</em> is a digraph; <em>dge</em> is a trigraph</td>
</tr>
<tr>
<td>bath</td>
<td>fetch</td>
<td><em>th</em> is a digraph; <em>tch</em> is a trigraph</td>
</tr>
</tbody>
</table>

6 BUILD REAL WORDS WITH TRIGRAPHS

**Explain** that students will build real words with trigraphs. Some of the words may also contain 2-sound blends.

**I DO: Build ridge**

**Say** the word *ridge*.

**Stretch** the phonemes - /r/ /i/ /j/, *ridge*.

**Place** one colored tile on the board for each phoneme in *ridge* while saying the phonemes - /r/ /i/ /j/.

**Spell** each phoneme by placing a letter tile above each colored tile while saying the phoneme.
Use Touch & Say to read ridge - /r/ /ĭ/ /j/, ridge.

Explain that this word has trigraph dge. The letters d, g, and e work together to spell the sound /j/ at the end of the word.

Clear board.

WE DO: Build crutch

Say “Now, let’s build the real word crutch together. Repeat crutch.”

Stretch the phonemes - /k/ /r/ /ŭ/ /ch/, crutch.

Place one colored tile on the board for each phoneme in crutch while saying the phonemes - /k/ /r/ /ŭ/ /ch/.

Ask individual students the following questions to lead them in spelling each phoneme by placing letter tiles above (or below) the colored tiles, one at a time:

- “What is the first phoneme you hear?”
  Answer: /k/
- “What letter spells /k/?”
  Answer: c
- “What is the next phoneme you hear?”
  Answer: /r/
- “What letter spells /r/?”
  Answer: r
- “What is the next phoneme you hear?”
  Answer: /ŭ/
- “What letter spells /ŭ/?”
  Answer: u
- “What is the last phoneme you hear?”
  Answer: /ch/
- “What letters spell /ch/ right after a short vowel?”
  Answer: tch

Use Touch & Say to read crutch - /k/ /r/ /ŭ/ /ch/, crutch.

Teacher & students clear boards.
YOU DO: Build switch, lodge, smudge, badge, sketch

**Explain** that we are going to use colored tiles and letter tiles to build five real words that are Closed Syllables.

**Dictate** each of the following words, one at a time, following the *Build a Word* steps with each word and helping students as needed.

**switch** – (Optional: I had to *switch* my clothes before the fancy dinner.)

**lodge** – (Optional: We will stay at the *lodge* when we go on vacation.)

**smudge** – (Optional: Do not put the wet painting in your backpack, or the paint might *smudge.*)

**badge** – (Optional: The police officer wore a *badge* on her uniform.)

**sketch** – (Optional: The police officer wore a *badge* on her uniform.)

After dictating each word, all students build the words, one at a time. Students should:

- **Say** the word.
- **Stretch** the phonemes in the word.
- **Put** one colored tile on boards for each sound while saying the sound.
- **Spell** the word by placing one letter tile above (or below) each colored tile.
- **Use Touch & Say** to read the word.
- **Hold up** their boards so teacher can check their spelling and provide Positive Error Correction as needed.

Ask an individual student to explain why the word is a Closed Syllable.

All students clear boards and wait for the next word to be dictated.
TEACHER MATERIALS

- Blast Online or
- Large Letter & Color Tiles

STUDENT MATERIALS

- Holding whiteboard with tiles
- Use extra tiles from the Blast Foundations Student Kit: letter tiles all, f, l, s, or letter tiles ff, ll, ss (some kits have these double letter combinations on a single tile)
- Working whiteboard

OBJECTIVES

- To identify the letters a-l-l together as a chunk that always spells the sounds /ŏl/.
- To use the “Double Trouble” spelling rule to accurately spell words.
- To build real words with the chunk all and the graphemes ff, ll, and ss.

WHAT YOU NEED TO KNOW

Reminders about Chunk all:

- The letters a-l-l together are almost always pronounced like the word all, as in ball, call, and mall.
- The letter a in all does not spell the short a sound as in apple. It spells the short o sound. (In some dialects the vowel in all is pronounced /aw/.)
- The letter a followed by a single l at the end of a single-syllable word is pronounced with the short a sound, as in pal.
- We teach students to recognize the three letters a-l-l together as a unit or “chunk” that always spells the same sounds - /ŏl/.

The “Double Trouble” Spelling Rule

- When the letters f, l, and s occur in a single-syllable, short vowel word right after the vowel and at the end of the word, they are doubled (puff, sell, miss).
- Under the same conditions, the letter z is sometimes doubled (fuzz, fez).
- Some common exceptions to the “Double Trouble” spelling rule occur in words like bus and gas because these words are derived from longer words (autobus, gasoline).
1 STATE OBJECTIVES

Say:

• “In this lesson, we are going to review the sounds spelled by the chunk all.
• We will also review the “Double Trouble” spelling rule.
• We will then read and spell words that have chunk all or the “Double Trouble” spelling rule. The words we will read may also have digraphs or 2-sound blends.”

2 REVIEW CHUNK ALL

Open Blast Online to Review Unit 2, Lesson 4, Chunk all.

Point to the letter tile all.

Say “Remember, we should read these three letters, all, as a chunk. They almost always work together to spell the phonemes /ŏl/.”

All students point to letter tile all on their boards and say the sounds /ŏl/.

Say the word ball.

Stretch the phonemes - /b/ /ŏl/.

Place one colored tile on the board for the first phoneme in ball and one for the phonemes spelled by the chunk all while saying the phonemes - /b/ /ŏl/.

Spell each phoneme by placing a letter tile above each colored tile while saying the phoneme.

Use Touch & Say to read ball - /b/ /ŏl/, ball.

Ask:

• “What sounds do the three letters a-l-l spell in ball?”
Answer: /ŏl/

- “What do we call the three letters a-l-l?”
  Answer: chunk all

Say “Remember, when we see the letters a-l-l together in a word, we almost always read them as a chunk that spells the sounds /ŏl/.”

3 REVIEW “DOUBLE TROUBLE” SPELLING RULE

Open Blast Online to Review Unit 2, Lesson 4, Double Trouble Rule.

Say “Now, let’s review the ‘Double Trouble’ spelling rule.”

Point to the letter tiles ff, ll, and ss on the board.

Say “Remember, when the letters f, l, and s come right after the short vowel and at the end of a single-syllable word, they are doubled. Watch while I show you an example.”

Demonstrate the “Double Trouble” spelling rule:

Spell the word stuff with letter tiles.

Say the word stuff.

Students stretch the phonemes in stuff - /s/ /t/ /ŭ/ /f/, stuff.

Ask students the following questions:

- “How many phonemes did you stretch?”
  Answer: four

- “How many letters are in the word stuff?”
  Answer: five

Use Touch & Say to read stuff - /s/ /t/ /ŭ/ /f/, stuff, touching both f letter tiles for the sound /f/.

Ask “How many sounds do the two letters ff spell?”
  Answer: one

Explain that we use the two letters ff together to spell the one sound, /f/, at the end of a single-syllable word with one vowel when the sound /f/ comes right after the short vowel sound.
Repeat the steps above with these words:

- bill
- miss

4. WORD SORT – DOUBLE TROUBLE SPELLING RULE OR NOT?

Say “Now, we are going to sort words on the board. We will place words that follow the ‘Double Trouble’ spelling rule in one column and words that do not follow the ‘Double Trouble’ spelling rule different column.”

Click in Blast Online for the following headings in two columns: DOUBLE TROUBLE and NO DOUBLE TROUBLE. As you click, each word will move to the correct column.

Click to show the word milk.

Explain:
- This word has only one letter l, and the l is not at the end of the word, so it is not a “Double Trouble” word.
- This word is placed under the column with the heading NO DOUBLE TROUBLE.

Click and the word milk will move under the NO DOUBLE TROUBLE heading.

Point to and read the word will.

Explain that this word has two letters, ll, together to spell the one sound, /l/, at the end of a single-syllable word, so it has the “Double Trouble” spelling rule. It is placed under the DOUBLE TROUBLE heading.

Point to and read the rest of the words, one at a time.

Ask individual students if the word has the “Double Trouble” spelling rule or not.

Ask the student to explain why. (Answers are next to words below.)

<table>
<thead>
<tr>
<th>DOUBLE TROUBLE</th>
<th>2-SOUND BLEND</th>
<th>REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td>will</td>
<td>milk</td>
<td>ll is a “Double Trouble” spelling; lk is not</td>
</tr>
<tr>
<td>kiss</td>
<td>fist</td>
<td>ss is a “Double Trouble” spelling; st is not</td>
</tr>
<tr>
<td>cuff</td>
<td>shelf</td>
<td>ff is a “Double Trouble” spelling; lf is not</td>
</tr>
<tr>
<td>spill</td>
<td>west</td>
<td>ll is a “Double Trouble” spelling; st is not</td>
</tr>
</tbody>
</table>
BUILD REAL WORDS WITH CHUNK ALL AND “DOUBLE TROUBLE” SPELLING RULE

Explain that students will build real words with the chunk all and the “Double Trouble” spelling rule. Some of the words may also contain digraphs or 2-sound blends.

I DO: Build grass

Say the word grass.

Stretch the phonemes /g/ /r/ /ă/ /s/, grass.

Place one colored tile on the board for each phoneme in grass while saying the phonemes - /g/ /r/ /ă/ /s/.

Spell each phoneme by placing a letter tile above each colored tile while saying the phoneme.

Use Touch & Say to read grass - /g/ /r/ /ă/ /s/, grass.

Explain that in this word, the two letters ss spell the phoneme /s/. This is a “Double Trouble” word.

Clear board.

WE DO: Build chill

Say “Now, let’s build the real word chill together. Repeat chill.”

Stretch the phonemes /ch/ /ĭ/ /ll/, chill.

Place one colored tile on the board for each phoneme in chill while saying the phonemes - /ch/ /ĭ/ /ll/.
Ask individual students the following questions to lead them in spelling each phoneme by placing letter tiles above (or below) the colored tiles, one at a time:

- “What is the first phoneme you hear?”
  Answer: /ch/

- “What letters spell /ch/ at the beginning of a word?”
  Answer: ch

- “What is the next phoneme you hear?”
  Answer: /ĭ/

- “What letter spells /ĭ/?”
  Answer: i

- “What is the last phoneme you hear?”
  Answer: /l/

- “What letters spell /l/ at the end of a word, right after a short vowel?”
  Answer: ll

Use Touch & Say to read chill - /ch/ /ĭ/ /l/, chill.

Teacher & students clear boards.

YOU DO: Build shell, call, puff, hiss, still

Explain that we are going to use colored tiles and letter tiles to build five real words that are Closed Syllables.

Dictate each of the following words, one at a time, following the Build a Word steps with each word and helping students as needed.

shell – (Optional: I found a beautiful shell when I went to the beach.)

call – (Optional: My sister likes to call her friend on the phone every day.)

puff – (Optional: There was a puff of smoke in the air from the campfire.)

hiss – (Optional: The snake will hiss and slither across the ground.)

still – (Optional: I still like to wear my favorite shirt even though it is a little too small now.)

After dictating each word, all students build the words, one at a time.

Students should:

- Say the word.

- Stretch the phonemes in the word.
• **Put** one colored tile on boards for each sound while saying the sound.

• **Spell** the word by placing one letter tile above (or below) each colored tile.

• **Use Touch & Say** to read the word.

• **Hold up** their boards so teacher can check their spelling and provide Positive Error Correction as needed

**All students clear** boards and wait for the next word to be dictated.
WRAP UP & SHOW WHAT YOU KNOW

Student Practice

UNIT 2  LESSON 5

TEACHER MATERIALS

• Blast Online or
• a Blast Foundations Student Review Packet and a document camera

STUDENT MATERIALS

• a Blast Foundations Student Review Packet (this can be downloaded from Blast Online)

OBJECTIVES

• **Detective Work**—To identify the graphemes in printed words and produce the proper phoneme for each grapheme; to blend the graphemes together to produce real words.

• **Phrases to Read**—To read phrases with a controlled set of Heart Words and grapheme-phoneme combinations.

• **Spell It!**—To accurately spell words with a controlled set of previously taught concepts and phonemes.

WHAT YOU NEED TO KNOW

• In typical Blast Foundations G1A units, Lessons 4 and 5 provide practice activities, designed for students to read controlled text, that allow them to systematically practice with the phonics concept that they learned in the unit.

• In these Review units, there is only one practice lesson per unit. Lesson 5 contains three of the student practice activities from a typical Blast unit.

• This student practice lesson contains the following three practice activities:
  - **Detective Work**
  - **Phrases to Read**
  - **Spell It!**

• For full instructions on how to complete these activities, refer to the following pages in Blast Foundations G1A Book 1:
  - **Detective Work**: Unit 3, Lesson 4 What You Need to Know (page 98) or Appendix A (page 486)
  - **Phrases to Read**: Unit 3, Lesson 4 What You Need to Know (page 11) or Appendix A (page 488)
  - **Spell It!**: Unit 2, Lesson 5 What You Need to Know (page 98) or Appendix A (page 489)
1 STATE OBJECTIVES

Explain:

• In this lesson, we will practice our detective skills by looking for clues that tell us how to sound out real words.

• We will then read words in short phrases with 100% accuracy.

• We will also spell words that contain the phonemes we have been practicing.

2 DETECTIVE WORK – MARK IT!

Open Blast Online to Review Unit 2, Lesson 5, Mark It!

Students turn to page 4 in their review packets.

Say:

• “In today’s Detective Work, we will read words with trigraphs and the “Double Trouble” spelling rule. When we see a trigraph or the letters ss, ff, or ll, we will underline them with one line because they say only one sound. Remember, if we see a digraph, we will underline it with one line because it says only one sound.

• Watch as I underline letters while saying their phonemes and then read the whole word.”

Say:

• “/f/” while underlining the f

• “/l/” while underlining the l

• “/ŏ/” while underlining the o

• “/s/” while underlining the ss

• “floss”
Students repeat the process for the word floss.

Model the process above for the rest of the words, one at a time. After each word, have students repeat you orally and on paper. Make sure students are underlining each grapheme as they are saying the proper phoneme.

3 DETECTIVE WORK – READ IT!

Students read a row of words out loud.

4 PHRASES TO READ

Students turn to page 5 in their review packets.

Remind students that in Phrases to Read, our goal is to read each phrase accurately the first time.

Individual students read at least two phrases.

Direct Checkers to give a thumbs-up if the Reader reads all of the words correctly or a thumbs-to-the-side if the Reader misreads a word(s). If the Reader misreads any words, teacher follows Positive Error Correction instructions.

Ways to Differentiate: If you want to have students Build a Word with letter tiles and color tiles prior to putting pencil to paper, it may increase their understanding of the spelling concept.
SPELL IT!

Open Blast Online to Review Unit 2, Lesson 5, Spell It!

Students turn to page 6 in their review packets.

Explain:

- You will hear a series of five words read aloud. First, you will listen for the number of phonemes in the word and will place a dot in one square for each phoneme you hear.
- Then, you will spell each phoneme by writing the letter, or letters, (grapheme) that spells each sound in the box.

Lead students in completing the first example:

- Say the word fudge.
- Students repeat the word.
- Explain that since fudge has three phonemes, /f/ /ŭ/ /j/, students will place one dot in each of the first three squares.
- Students say the three phonemes in fudge while putting dots in the first three boxes.
• **Remind students** that because *fudge* has three phonemes, it will also have three graphemes.

• **Repeat** the word *fudge*.

• **Students say** each sound again and write the three corresponding graphemes in the boxes: **f u dge**.

### Spell It!

**Challenging Words** 🌟

1. fudge
2. puff
3. loss

Optional additional list:

- 1. spill
- 2. trudge
- 3. stitch

**Check** that all students spelled the word correctly with one grapheme in each box. Provide assistance as necessary.

**Repeat** with the following words, dictating the words, one at a time:

1. *fudge* 4. *pitch*
2. *puff* 5. *fill*
3. *loss*

Optional additional list:

1. *spill* 4. *cross*
2. *trudge* 5. *stuff*
3. *stitch*

**Check** answers with students.
OBJECTIVES

• OPTIONAL: To build automatic recognition of some grapheme-phoneme combinations.

WHAT YOU NEED TO KNOW

• This is an optional lesson. Utilize this lesson if you wish to review some consonant, digraph, or trigraph sounds using *Blast Online’s Letter-Sound Generator*.
• There are four standard routines that can be used to review letter sounds:
  - Look, Think, Say!
  - Pop-Up
  - 3-Up
  - Read a Row
• For instructions on how to run these standard routines, refer to the following pages in *Blast Foundations G1A Book 1*:
  - Unit 2, Lesson 1 What You Need to Know (page 43)
  - Unit 3, Lesson 1 What You Need to Know (page 77)
  - Appendix A (page 472)
• When a consonant letter makes multiple sounds, we teach the most common sound first.
BEFORE TEACHING:
Letter-Sound Fluency Set-Up

Open Blast Online to Review Unit 3, Letter-Sound Generator.
Choose three letter sounds to teach and three letter sounds to review and practice.

Optional: Print Read a Row Teacher Recording Forms.

START TEACHING:
Letter-Sound Fluency

1 STATE OBJECTIVES

Explain that in this lesson, we will review the sounds for six consonant letters or digraphs. We will play Look, Think, Say!, Pop-Up, 3-Up, and Read a Row to help us remember them.

2 REVIEW LETTERS & SOUNDS WITH LOOK, THINK, SAY!

Open Blast Online to Review Unit 3, Lesson 1, Look, Think, Say!
Say “We are going to review six letters or letter combinations and their sounds today. We will start with the game Look, Think, Say!”
Use Look, Think, Say! to review six letters.
Remind students that it is important to remember that we are very quiet when we are “Looking” and “Thinking,” and then we are LOUD when we are “Saying.” Look quietly. Think quietly. Say loudly.

3 POP-UP LETTER-SOUND PRACTICE WITH LOOK AND SAY!

Open Blast Online to Review Unit 3, Lesson 1, Pop-Up.
Say “Now that we have practiced some letter names and sounds, we are going to just ‘Look’ quickly and ‘Say’ the sound that we remember.”
Use Look and Say! to review the individual sounds as the sound boxes appear.
4 3-UP LETTER-SOUND REVIEW WITH LOOK, THINK, SAY!

Open Blast Online to Review Unit 3, Lesson 1, 3-Up.

Say “Now, we are going to Look, Think, Say! with groups of letter tiles and their sounds.”

I DO: Demonstrate with example letters

Use Look, Think, Say! to review the grouped letter tiles and their sounds.

5 READ A ROW GAME TO PRACTICE LETTER SOUNDS

Open Blast Online to Review Unit 3, Lesson 1, Read a Row.

Say “Now, we are going to read a row of letter sounds.”

Call on one student to Read a Row of letter sounds out loud to the class.

When the student is done reading, ask the Checkers to show the thumbs-up or thumbs-to-the-side gesture.

For Read a Row, you need a copy of the student tracking chart if you choose to record the students’ performance. The tracking chart can be printed from the Blast Online Letter-Sound Generator, and a sample can be found in the Appendix of Blast Foundations G1A Book 1 on page 505.
PHONOLOGICAL AWARENESS

Review Segmenting Multisyllabic Words

OBJECTIVES

• To accurately segment spoken words into syllables.

WHAT YOU NEED TO KNOW

Reminders about Phonological Awareness:

• In this lesson, students review the concept of syllables. Syllables are a different subset of phonological awareness than individual sounds, which are the focus of phonemic awareness activities.

• A syllable is a unit of spoken language that is organized around a vowel phoneme. Every syllable has a vowel sound. Most syllables have one or more consonant phonemes, but this is not necessary.

• Syllables are larger word parts than individual sounds, and they tend to be taught before phonemes in phonological awareness instruction. However, Blast Foundations focuses on phonemes first because it is more common for first graders to struggle with phonemes than with syllables. Syllables were introduced in Unit 14, Lesson 2 of Blast Foundations G1A to prepare students for reading and spelling multisyllabic words.

• In this lesson, students will review how to break spoken words into syllables using Whale Talk and Syllable Stomp with and without SyllaBoards™.

Reminders about Whale Talk and Syllable Stomp:

• Whale Talk is a routine used to break spoken words into syllables. To Whale Talk a word, hold your lips tightly together and try to shout a word. Each syllable feels like a push of breath, and each push represents one syllable.

• See Appendix A in Blast Foundations G1A Book 1 (page 480) for more information about the Whale Talk procedure.

• Syllable Stomp is another routine used to identify syllables in spoken words. To Syllable Stomp a word, pound or “stomp” your fist on your desk for each syllable while saying the syllable. Then, sweep your fist from left to right while saying the whole word. This procedure can also be done using SyllaBoards™. Students place one SyllaBoard™ on their desks for each syllable in the word. They then use their fists to pound or stomp each SyllaBoard™ once for each syllable, moving their fists from left to right while stomping.

TEACHER MATERIALS

• Blast Online or
• SyllaBoards™ with magnets

STUDENT MATERIALS

• 3 SyllaBoards™
  (add a fourth if you plan on using the challenge words on page 80)
START TEACHING: Review Segmenting Multisyllabic Words

1 STATE OBJECTIVES

Say:

• “In this lesson, we are going to review how to break big words into syllables.

• We are going to review three activities we can use to break words into syllables: Whale Talk, Syllable Stomp, and Syllable Stomp with SyllaBoards™.

• Remember, we will be paying attention to sounds, not letters.”

2 REVIEW WHALE TALK

Say:

• “Remember, in order to read and spell words with more than one syllable, it is necessary to be able to hear and identify the syllables in spoken words.

• We can use Whale Talk to help us figure out how many syllables are in a spoken word.”

Review how to Whale Talk:

• Hold your lips tightly together and try to shout a word.

• You will feel pushes of breath as you try to shout the word.

• Each push of breath is one syllable.

I DO: Whale Talk kitchen

Say “I will Whale Talk a word for you. The word is kitchen.”

Hold lips tightly together and Whale Talk kitchen (two pushes).

Say “There are two syllables in kitchen, kitch-ihn. I know there are two syllables because there were two pushes of breath when I said the word using Whale Talk.”

WE DO: Whale Talk basketball

Say “Now, let’s Whale Talk a word together. Our word is basketball.”

Hold lips tightly together and Whale Talk basketball with students (three pushes).
Say “Repeat the syllables in **basketball, bas-kiht-ball** with students.”

**YOU DO: Whale Talk multisyllabic words**

**Remind** students to try to shout the word while holding lips tightly together.

**Say** the words below, one at a time.

**Explain** the process that each individual student will follow:

- Repeat the word.
- **Whale Talk** the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>yes-ter-day</td>
</tr>
<tr>
<td>person</td>
<td>per-sihn</td>
</tr>
<tr>
<td>buzz</td>
<td>buzz</td>
</tr>
<tr>
<td>amazing</td>
<td>uh-ma-zing</td>
</tr>
<tr>
<td>bakery</td>
<td>ba-kuh-ry</td>
</tr>
<tr>
<td>campsite</td>
<td>camp-site</td>
</tr>
<tr>
<td>shy</td>
<td>shy</td>
</tr>
<tr>
<td>maybe</td>
<td>may-be</td>
</tr>
<tr>
<td>dinosaur</td>
<td>di-nuh-saur</td>
</tr>
</tbody>
</table>

### REVIEW SYLLABLE STOMP

Say “Remember, there is a second way we can identify syllables in spoken words, **Syllable Stomp**.”

**Review** how to **Syllable Stomp**:

- First, use your fist to touch or “stomp” the desk once for each syllable, moving your fist from left to right while saying the syllable.
- Next, sweep your fist from left to right while saying the whole word.

### I DO: Whale Talk & Syllable Stomp **fantastic**

Say “I will (**Whale Talk** and **Syllable Stomp** a word for you. The word is **fantastic**.”

**Whale Talk** **fantastic** (three pushes).

**Syllable Stomp** **fantastic** by touching a fist on the desk while enunciating each syllable, **fan-tas-tic**. Then, sweep fist from left to right while saying the whole word, **fantastic**.

Say “There are three syllables in **fantastic, fan-tas-tic**. I know there are three syllables because there were three pushes of breath when I said the word using **Whale Talk**.”

When teaching students to orally break words into syllables, there are no rules. For example, some students will break the word **yesterday** as **yes-ter-day** and other students will break it as **yes-ter-day**. Both are correct. The important aspect of orally hearing syllables is that all syllables (and sounds) are represented.

You may need to remind students to sweep their fists from left to right when blending words during **Syllable Stomp**.
WE DO: Whale Talk & Syllable Stomp dragon
Say “Now, let’s Whale Talk a word together. Our word is dragon.”
Hold lips tightly together and Whale Talk dragon with students (two pushes).
Repeat the syllables in dragon, drag-ihn with students.

YOU DO: Whale Talk & Syllable Stomp multisyllabic words
Remind students to try to shout the word while holding lips tightly together.
Say the words below, one at a time.
Explain the process that each individual student will follow:
• Repeat the word.
• Whale Talk the word.
• Syllable Stomp the syllables.

pencil pen-cihl chapter chap-ter
extra ex-truh zebra ze-bruh
share share birthday birth-day
celebrate cel-uh-brate coat coat
pick pick crocodile croc-uh-dile
marker mar-ker baby ba-by
jacket jack-iht sixteen six-teen
telephone tel-uh-phone microwave mi-cro-wave
wonderful wuhn-der-fuhl under un-der

More challenging words for older or more advanced students:
alligator al-uh-ga-ter acrobatic ac-ruh-bat-ic
helicopter hel-uh-cop-ter remembering rih-mem-ber-ing
apologize uh-pol-uh-gize calculator cal-cu-la-ter

4 REVIEW SYLLABLE STOMP WITH SYLLABOARDS™

Open Blast Online to Review Unit 3, Lesson 2, Syllable Stomp.
Students place materials on desks.
Say “Remember, using SyllaBoards™ is a third way we can identify syllables in spoken words.”
Review how to Syllable Stomp with SyllaBoards™:
• Use Whale Talk to feel and count the syllables in a word.
• Place one SyllaBoard™ on your desk for each syllable, forming a row from left to right.
• Tap each board with your fist and say each syllable while moving from left to right.
• Say the whole word while sweeping your fist from left to right under the SyllaBoards™.

I DO: Whale Talk & Syllable Stomp using SyllaBoards™ candy

Say “I will Whale Talk and Syllable Stomp a word for you. The word is candy.”

Whale Talk candy (two pushes).

Place two SyllaBoards™ on the board.

Syllable Stomp candy by touching a fist to a SyllaBoard™ while enunciating each syllable, can-dy. Then, sweep fist from left to right while saying the whole word, candy.

Say “There are two syllables in candy, can-dy. I know there are two syllables because there were two pushes of breath when I said the word using Whale Talk.”

WE DO: Whale Talk & Syllable Stomp using SyllaBoards™ forgetful

Say “Now, let’s Whale Talk and Syllable Stomp a word together using SyllaBoards™. Our word is forgetful.”

Whale Talk forgetful with students (three pushes).

Place three SyllaBoards™ on the board. Have students lay out three SyllaBoards™.

Syllable Stomp forgetful by touching a fist to a SyllaBoard™ while enunciating each syllable, for-get-fuhl. Then, sweep fist from left to right while saying the whole word, forgetful.

YOU DO: Whale Talk & Syllable Stomp using SyllaBoards™

Remind students to sweep their fists from left to right when re-blending syllables.

Say the words below, one at a time.
Explain the process that each individual student will follow:

- Repeat the word.
- *Whale Talk* the word.
- Place one *SyllaBoard™* on the desk for each syllable.
- *Syllable Stomp* by tapping each board as each syllable is enunciated and re-blending the syllables with *SyllaBoards™*.

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllable</th>
<th>Word</th>
<th>Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>bagel</td>
<td>ba-guhl</td>
<td>simply</td>
<td>sim- ply</td>
</tr>
<tr>
<td>Mexico</td>
<td>Mex-ih-co</td>
<td>newspaper</td>
<td>news-pa-per</td>
</tr>
<tr>
<td>sell</td>
<td>sell</td>
<td>plug</td>
<td>plug</td>
</tr>
<tr>
<td>fixing</td>
<td>fix-ing</td>
<td>fabulous</td>
<td>fab-u-lihs</td>
</tr>
<tr>
<td>inch</td>
<td>inch</td>
<td>Atlantic</td>
<td>at-lan-tic</td>
</tr>
<tr>
<td>September</td>
<td>sep-tem-ber</td>
<td>staple</td>
<td>sta-puhl</td>
</tr>
<tr>
<td>saxophone</td>
<td>sax-uh-phone</td>
<td>gigantic</td>
<td>gi-gan-tic</td>
</tr>
<tr>
<td>seven</td>
<td>sev-ihn</td>
<td>plastic</td>
<td>plas-tic</td>
</tr>
<tr>
<td>principal</td>
<td>prin-cih-puhl</td>
<td>ouch</td>
<td>ouch</td>
</tr>
</tbody>
</table>

More challenging words for older or more advanced students:

- elevator  el-uh-va-ter
- impossible im-pos-ih-buhl
- watermelon wa-ter-mel-ihn
- kindergarten kin-der-gar-ihn
- discovery dis-cuh-vuh-ry
- American uh-mer-ih-can

**Positive Error Correction for Segmenting Syllables with Syllable Stomp**

If a student incorrectly segments the syllables, provide Positive Error Correction:

1. **Tell** the student which syllables were said correctly.
2. **Repeat** the word and ask the student to listen closely for the missed syllable.
3. **Prompt student** to repeat the word and Syllable Stomp the syllables again.
4. If necessary, you or other students say and stomp the syllables to assist the student in stomping correctly.
5. **Prompt student** to independently *Syllable Stomp* and then re-blend the syllables correctly.
6. Always finish with the student segmenting and re-blending the syllables independently and correctly.
PHONICS CONCEPT DAY 1

Review Reading Two-Syllable Words with Closed Syllables

OBJECTIVES

• To accurately read 2-syllable words in which both syllables are closed.

WHAT YOU NEED TO KNOW

**Reminders about Closed Syllables:**

• A Closed Syllable consists of one vowel letter followed by, or closed in by, one or more consonant letters (at, pat, splat, patch).

• A Closed Syllable does not need to have a consonant letter before the vowel; at, Ed, it, on, and up are all Closed Syllables.

• Most of the time, the vowel letter in a Closed Syllable spells its short phoneme.

**Reminders about Reading Multisyllabic Words**

• Even good readers break unfamiliar long words into syllables to decode them.

• The most effective way to read an unfamiliar multisyllabic word is by looking for the vowels and breaking the word into syllables around the vowels letters.

• Every syllable has a vowel sound and almost every syllable has a vowel letter.

• When one vowel letter is by itself, not next to another vowel or part of a vowel team, it is typically the only vowel in the syllable. It is a Closed Syllable the majority of the time. Most other times, it is an Open Syllable.

• In a Vowel-Consonant-e Syllable, the letter e is included in the same syllable as another vowel letter. Students will learn about these other syllable types in upcoming units.

• Complete directions for the procedure for reading multisyllabic words as well as Positive Error Correction can be found in Appendix A in *Blast Foundations G1A Book 1* on page 484.
START TEACHING:
**Review Reading Multisyllabic Words**

1. **STATE OBJECTIVES**

   **Say:**
   - “In this lesson, we are going to review how to read big words with more than one syllable.
   - All of our words will have two Closed Syllables, and all the vowels will make their short vowel sounds.”

2. **REVIEW READING MULTISYLLABIC WORDS WITH CLOSED SYLLABLES**

   **Open** *Blast Online* to Review Unit 3, Lesson 3, Reading 2-Syllable Words.

   **Students** place materials on desks.

   **Say:**
   - “In this lesson, we are going to review how to read bigger words. All of our words will have two Closed Syllables. They are longer words, but we will be able to read them.
   - Remember, there is a motion we can use to help us remember that Closed Syllables have a short vowel sound. We will hold up a closed fist to help remind us of our rules for Closed Syllables.
   - We also have to remember that every syllable has a vowel. Every syllable that we look at today will have one vowel by itself, not next to another vowel.
   - We will practice looking for the vowel letters in a bigger word to help us read it accurately.
   - We will also use our *SyllaBoards™* to help us read these bigger words.
   - I will demonstrate with a word first, and then we will do some together.”

   **Write** laptop on the board. (Do not say the word.)

   **Explain:**
   - This is a real word. If you know how to read it, please don’t say it yet.
   - I see two vowels, the a and the o (underline them).
   - I think that this word has two syllables because there are two vowel letters and they are not next to each other.
Place two SyllaBoards™ under laptop.

Write one vowel on each board.

Write the consonants on the boards so that there is one Closed Syllable on each board.

Explain that each syllable has a vowel letter, and that each is a Closed Syllable.

Prompt students to hold up their closed fists to remind themselves that these Closed Syllables will have short vowel sounds.

Point to and read each SyllaBoard™ with a pause in between – lap top.

Sweep your hand (left to right) under syllables and read the word – laptop.

Explain:

- There are two questions to ask when dividing words into syllables for reading:
  - How many vowel letters are in the word?
  - Are the vowel letters together or apart?
- If the vowels are apart, then each vowel letter will be in a different syllable and on a different SyllaBoard™.

WORD SORT – ONE SYLLABLE OR TWO?

Say “Now, we are going to sort words on the board. We will place words that have one syllable in one column and words that have two syllables in a different column.”

Click in Blast Online for the following headings in two columns: ONE SYLLABLE and TWO SYLLABLES. As you click, each word will move to the correct column.

Click to show the word insect.
Explain:
- This word has two vowel letters, the i and the e. Each vowel letter will be in a separate syllable, so this word has two syllables.
- This word is placed under the column with the heading TWO SYLLABLES.

Click and the word insect will move under the TWO SYLLABLES heading.

Point to and read the word smell.

Explain that this word has only one vowel letter, the e, so it has only one syllable. It is placed under the ONE SYLLABLE heading.

Point to and read the rest of the words, one at a time.

Ask individual students if the word has one syllable or two syllables. Ask the student to explain why. (Answers are next to words below.)

<table>
<thead>
<tr>
<th>ONE SYLLABLE</th>
<th>TWO SYLLABLES</th>
<th>REASONING</th>
</tr>
</thead>
<tbody>
<tr>
<td>smell</td>
<td>insect</td>
<td>smell has one vowel; insect has two vowels that are apart</td>
</tr>
<tr>
<td>skip</td>
<td>conflict</td>
<td>skip has one vowel; conflict has two vowels that are apart</td>
</tr>
<tr>
<td>twist</td>
<td>rabbit</td>
<td>twist has one vowel; rabbit has two vowels that are apart</td>
</tr>
<tr>
<td>chug</td>
<td>unpack</td>
<td>chug has one vowel; unpack has two vowels that are apart</td>
</tr>
</tbody>
</table>

4 READ 2-SYLLABLE WORDS WITH CLOSED SYLLABLES

Explain:
- Now, we will practice reading some more words with two Closed Syllables.
- Remember, we have to ask ourselves two questions when we read a bigger word:
  - How many vowel letters are in the word?
  - Are the vowel letters together or apart?
- If the vowels are apart, then each vowel letter will be in a different syllable and on a different SyllaBoard™.
**I DO: Read expect**

*Write* expect on the board. (Do not say the word.)

```
expect
```

**Explain:**
- This is a real word. If you know how to read it, please don’t say it yet.
- I see two vowels, the e and the e (underline them).
- I think that this word has two syllables because there are two vowel letters and they are not next to each other.

**Place** two *SyllaBoards™* under *expect*.

```
expect
    e  e
```

*Write* one vowel on each board.

```
expect
    e  e
```

*Write* the consonants on the boards so that there is one Closed Syllable on each board.

```
expect
    ex  pect
```

**Explain** that each syllable has a vowel letter and that each is a Closed Syllable.

**Prompt students** to hold up their closed fists to remind themselves that these Closed Syllables will have short vowel sounds.

**Point to** and read each *SyllaBoard™* with a pause in between – *ex pect*.

**Sweep** your hand (left to right) under syllables and read the word – *expect*.

**WE DO: Read subtract**

**Explain:**
- I am going to write a new word on the board. Do not say the word if you know it.
- We will use our questions to help us read the word.
Write *subtract* on the board. (Do not say the word.)

![subtract]

Ask:
- “How many vowel letters are in the word?”
  Answer: two
- “Are the vowel letters together or apart?”
  Answer: apart

Explain:
- Because we see two vowel letters and they are apart, it helps us understand that this word will have two syllables.
- I will put down two *SyllaBoards™* to help us read the word.

Place two *SyllaBoards™* under *subtract*, and ask students to put two boards on their desks.

![subtract]

Write one vowel on each board, and ask students to do the same.

![subtract]

Write the consonants on the boards so that there is one Closed Syllable on each board, and ask students to do the same.

![subtract]

Explain that each syllable has a vowel letter.

Prompt students to hold up their closed fists to remind themselves that these Closed Syllables will have short vowel sounds.

Point to and read each *SyllaBoard™* with a pause in between – *subtract*.

Sweep your hand (left to right) under syllables and read the word – *subtract*.

Help students notice that these are two Closed Syllables.

Clear all boards.
YOU DO: Read *sunset*, *upset*, *robin*, *fabric*, *dentist*

Say:

• “Now, it’s your turn to do it on your own.
• You are going to use *SyllaBoards™* to read five real, two-syllable words.
• We need to remember that every syllable has a vowel. Every syllable that we look at today will have one vowel by itself, not next to another vowel.
• We will learn to read two-syllable words using our *SyllaBoards™*.
• I will write words on the board. Do not read them aloud until we have looked for our vowels, broken them into syllables, and have written them on our *SyllaBoards™*.

Write each of the following words on the board, one at a time:

- sunset
- upset
- robin
- fabric
- dentist

Ask for each word:

• “How many vowel letters are in the word?”
• “Are the vowel letters together or apart?”
• “How many syllables are there?”

All students:

Use *SyllaBoards™* to read the words, one at a time.

Show how many syllables are in the word by putting out the correct number of *SyllaBoards™*.

Write vowels on the *SyllaBoards™*.

If a student misreads a multisyllabic word, use Positive Error Correction. See page 90 for directions.

If students need to adjust their boards, you can help them move consonants so that their syllables are closed. You can also help them notice that there are two Closed Syllables in each word.
Write consonants on the SyllaBoards™.

<table>
<thead>
<tr>
<th>sun</th>
<th>set</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>set</td>
</tr>
<tr>
<td>rob</td>
<td>in</td>
</tr>
<tr>
<td>fab</td>
<td>ric</td>
</tr>
<tr>
<td>den</td>
<td>tist</td>
</tr>
</tbody>
</table>

Individual students touch each SyllaBoard™, read the syllables, and then sweep hand under the SyllaBoards™ to blend and read the word.

Correct at the board and provide Positive Error Correction as needed.

Help students notice that these are two Closed Syllables.

All students repeat the steps to read the word together.

Clear all boards.

Positive Error Correction for Reading Multisyllabic Words

If a Reader misreads a multisyllabic word, provide Positive Error Correction:

- **Identify** which syllables the student read correctly.

- **Prompt student** to use Touch & Say to reread the incorrect syllable. Then, have the student read the whole word.

- If necessary, guide student to ask the vowel questions for multisyllabic words. (How many vowel letters are in the word? Are they together or apart? How many syllables are there?)

- **Prompt student** to read each syllable separately and blend the syllables to read the whole word.

- **Have student** independently reread the word correctly.

- If a student decodes all the sounds in a word correctly but pronounces the word incorrectly:
  - **Identify** which syllables the student pronounced correctly.
  - **Prompt student** to read the incorrectly pronounced syllable again.
  - Always finish with the student reading the whole word independently and correctly.
PHONICS CONCEPT DAY 2
Review Reading More Two-Syllable Words with Closed Syllables

UNIT 3  LESSON 4

TEACHER MATERIALS

• Blast Online or
• Magnetic SyllaBoards™

STUDENT MATERIALS

• 2 SyllaBoards™
• Dry erase marker and eraser

OBJECTIVES

• To accurately read 2-syllable words in which both syllables are closed.

WHAT YOU NEED TO KNOW

• No new concepts.
• Complete directions for the procedure for reading multisyllabic words as well as Positive Error Correction can be found in Appendix A in Blast Foundations G1A Book 1 on page 484.
START TEACHING: Review Reading More Multisyllabic Words

1 STATE OBJECTIVES

Say:
- “In this lesson, we are going to continue to practice reading big words with more than one syllable.
- All of our words will have two Closed Syllables, and all the vowels will make their short vowel sounds.”

2 REVIEW READING MULTISYLLABIC WORDS WITH CLOSED SYLLABLES

Open Blast Online to Review Unit 3, Lesson 4, Reading 2-Syllable Words.

Students place materials on desks.

Say:
- “We have to remember that there are two questions to ask when dividing words into syllables for reading:
  - How many vowel letters are in the word?
  - Are the vowel letters together or apart?
- If the vowels are apart, then each vowel letter will be in a different syllable and on a different SyllaBoard™.
- We also have to remember that there is a motion we can use to help us remember that Closed Syllables have a short vowel sound. We will hold up a closed fist to help remind us of our rules for Closed Syllables.”

3 REVIEW 2-SYLLABLE WORDS WITH CLOSED SYLLABLES

Explain:
- We will continue to practice reading words with two Closed Syllables.
- Remember the two questions we have to ask ourselves when we read a bigger word.
I DO: Read attic

Write attic on the board. (Do not say the word.)

Explain:

• This is a real word. If you know how to read it, please don't say it yet.
• I see two vowels, the a and the i (underline them).
• I think that this word has two syllables because there are two vowel letters and they are not next to each other.

Place two SyllaBoards™ under attic.

Write one vowel on each board.

Write the consonants on the boards so that there is one Closed Syllable on each board.

Explain that each syllable has a vowel letter and that each is a Closed Syllable.

Prompt students to hold up their closed fists to remind themselves that these Closed Syllables will have short vowel sounds.

Point to and read each SyllaBoard™ with a pause in between – at tic.

Sweep your hand (left to right) under syllables and read the word – attic.

WE DO: Read bathtub

Explain:

• I am going to write a new word on the board. Do not say the word if you know it.
• We will use our questions to help us read the word.

Ask:
• “How many vowel letters are in the word?”
  Answer: two
• “Are the vowel letters together or apart?”
  Answer: apart

Explain:
• Because we see two vowel letters and they are apart, it helps us understand that this word will have two syllables.
• I will put down two SyllaBoards™ to help us read the word.

Place two SyllaBoards™ under bathtub, and ask students to put two boards on their desks.

Write one vowel on each board, and ask students to do the same.

Write the consonants on the boards so that there is one Closed Syllable on each board, and ask students to do the same.

Explain that each syllable has a vowel letter.

Prompt students to hold up their closed fists to remind themselves that these Closed Syllables will have short vowel sounds.

Point to and read each SyllaBoard™ with a pause in between – bathtub.

Sweep your hand (left to right) under syllables and read the word – bathtub.

Help students notice that these are two Closed Syllables.

Clear all boards.
YOU DO: Read contest, dismiss, finish, graphic, nonstop

Say:

- “Now, it’s your turn to do it on your own.
- You are going to use SyllaBoards™ to read five real, two-syllable words.
- We need to remember that every syllable has a vowel. Every syllable that we look at today will have one vowel by itself, not next to another vowel.
- We will learn to read two-syllable words using our SyllaBoards™.
- I will write words on the board. Do not read them aloud until we have looked for our vowels, broken them into syllables, and have written them on our SyllaBoards™.”

Write each of the following words on the board, one at a time:
- contest
- dismiss
- finish
- graphic
- nonstop

Ask for each word:

- “How many vowel letters are in the word?”
- “Are the vowel letters together or apart?”
- “How many syllables are there?”

All students:

Use SyllaBoards™ to read the words, one at a time.

Show how many syllables are in the word by putting out the correct number of SyllaBoards™.

Write vowels on the SyllaBoards™.

If a student misreads a multisyllabic word, use Positive Error Correction. See page 90 for directions.
Write consonants on the SyllaBoards™.

<table>
<thead>
<tr>
<th>con</th>
<th>test</th>
<th>dis</th>
<th>miss</th>
<th>fin</th>
<th>ish</th>
</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>ic</td>
<td>non</td>
<td>stop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individual students touch each SyllaBoard™, read the syllables, and then sweep hand under the SyllaBoards™ to blend and read the word.

Correct at the board and provide Positive Error Correction as needed.

Help students notice that these are two Closed Syllables.

All students repeat the steps to read the word together.

Clear all boards.
WRAP UP & SHOW WHAT YOU KNOW

Student Practice

UNIT
3

LESSON
5

OBJECTIVES

• **Detective Work**—To identify the graphemes in printed words and produce the proper phoneme for each grapheme; to blend the graphemes together to produce real words.

• **Word Sort**—To read real words, identify the number of syllables, and categorize the vowel phoneme(s).

• **Sentences to Read**—To accurately read sentences with a controlled set of previously taught concepts and phonemes.

WHAT YOU NEED TO KNOW

• In typical *Blast Foundations* G1A units, Lessons 4 and 5 provide practice activities, designed for students to read controlled text, that allows them to systematically practice with the phonics concept that they learned in the unit.

• In these Review units, there is only one practice lesson per unit. Lesson 5 contains three of the student practice activities from a typical *Blast* unit.

• This student practice lesson contains the following three practice activities:
  - **Detective Work**
  - **Word Sort**
  - **Sentences to Read**

• For full instructions on how to complete these activities, refer to the following pages in *Blast Foundations G1A Book 1*:
  - **Detective Work**: Unit 3, Lesson 4 What You Need to Know (page 98) or Appendix A (page 486)
  - **Word Sort**: Unit 1, Lesson 2 What You Need to Know (page 11) or Appendix A (page 488)
  - **Sentences to Read**: Unit 3, Lesson 4 What You Need to Know (page 98) or Appendix A (page 490)
1 STATE OBJECTIVES

Explain:
- In this lesson, we will practice our detective skills by looking for clues that tell us how to sound out real words.
- In Word Sort, we will count syllables in words and sort them according to their vowel phonemes.
- We will also read sentences that contain the phonemes we have been practicing.

2 DETECTIVE WORK – MARK IT!

Open Blast Online to Review Unit 3, Lesson 5, Mark It!

Students turn to page 7 in their review packets.

Say:
- “In today’s Detective Work, we will read big words with two syllables. It’s my turn. I will model how to do this one word at a time. Instead of drawing lines under the sounds in the word, we will draw a rectangle, like a SyllaBoard™, around each syllable. Watch me as I demonstrate this new concept.”

Ask:
- “How many vowels do you see in this word?”
  Answer: two
- “Are they together or apart?”
  Answer: apart

Circle the vowel letters i and i while saying their names.

Ask “How many syllables are in this word?”
  Answer: two
Draw a rectangle around each syllable, **pic** and **nic**.

Say each syllable as you point to them, **pic nic**.

Say the complete word, **picnic**.

**Students repeat** the process for the word **picnic**.

**Model** the process above for the rest of the words, one at a time. After each word, have students repeat you orally and on paper.

### 3 DETECTIVE WORK – READ IT!

Students read a row of words out loud.

### 4 WORD SORT – HOW MANY SYLLABLES? WHAT’S THE VOWEL PHONEME?

**Open** Blast Online to Review Unit 3, Lesson 5, Word Sort.

**Students turn** to page 8 in their review packets.

**Explain**

- Today, we will sort words in two ways. First, we will determine how many syllables a word has, and then we will figure out what vowel phoneme(s) it has.
• Some of the words have two vowel phonemes, so in some words we will put two checkmarks in our vowel categories.
• You may use the Short Vowels Poster to help you.

WE DO:

Say “Look at the first word.” (Point to the word fetch but do not read it aloud yet.)

Ask:
• “How many vowels do you see?”
  Answer: one
• “Is this a one- or two-syllable word?”
  Answer: one syllable

Draw a circle around the 1 while directing students to circle 1 on their page.

Read the word: fetch. (If necessary, model how to use Touch & Say to read the word.)

Ask:
• “What is the vowel phoneme?”
  Answer: /ăăăăă/
• “Where should we place the vowel phoneme checkmark?”
  Answer: edge, /ĕ/

Place a checkmark in the “edge” column while directing students to place a checkmark in the “edge” column on their page.

Say “Let’s try another example together. Look at the next word.” (Point to the word checklist, but do not read it aloud yet.)

Ask:
• “How many vowels do you see?”
  Answer: two
• “Is this a one- or two-syllable word?”
  Answer: two syllable

Draw a circle around the 2 while directing students to circle 2 on their page.

Read the word: checklist. (If necessary, model how to use Touch & Say to read each syllable, and then blend the syllables to read the word.)

Ask:
• “What are the vowel phonemes?”
  Answer: /ăăăăă/ and /ĭĭĭĭĭ/
• “How many checkmarks should we add?”
  Answer: two
• “Where should we place the vowel phoneme checkmarks?”
  Answer: edge, /ĕ/ and itch, /ĭ/

  Place one checkmark in the “edge” column and one checkmark in the “itch” column while directing students to place the two checkmarks on their pages.

YOU DO:

Students sort remaining words independently.

Call on individual students to read a word, identify the number of syllables, and identify the vowel phoneme(s).

Students check answers and correct any errors.

5) SENTENCES TO READ

Students turn to page 9 in their review packets.

Remind students that in Sentences to Read, our goal is to read each sentence accurately the first time.

Call on individual students to read the sentences, one at a time.

• If time permits, provide each student with the opportunity to read at least one sentence. In small groups, you might consider letting each student read two sentences.

• Students who struggle should be given additional sentences for more practice.