*English Instructional Plan – Segmenting and Blending K-1*

**Primary Strand: K.3 Reading**

**Integrated Strand/s: Communication and Multimodal Literacies K.1, 1.1**

**Essential Understanding:**

All students should:

* understand that words are made up of small units of sound and that these sounds can be blended to make a word
* understand that words are made up of syllables
* understand that a spoken sentence is made up of individual words

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* segment a word into individual syllables using strategies including, but not limited to, clapping hands or snapping fingers
* identify and discriminate between sentences, words, and syllables
* identify a word that rhymes with a spoken word
* supply a word that rhymes with a spoken word
* produce rhyming words and recognize pairs of rhyming words presented orally
* generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text
* blend and segment onsets and rimes of spoken words (e.g., /b/- /oat/ = *boat*, *black* = /bl/- /ack/)
* blend and segment multisyllabic words into syllables (e.g., The teacher asks students to say *robot* without the /ro-/ and students respond with /bot/.)
* blend individual phonemes to make one-syllable words (e.g., /sh/-/i/-/p/= *ship*)
* segment one-syllable words into individual phonemes (e.g., *rat*= /r/-/a/-/t/)
* recognize similarities and differences in beginning and ending sounds of words

**Primary SOL:**

K.3 d) Blend and segment one-syllable words into phonemes including onset and rime.

e) Identify words according to shared beginning and/or ending sounds.

1.3 c) Blend sounds to make one-syllable words.

f) Blend and segment multisyllabic words at the syllable level.

**Reinforced (Related Standard) SOL:**

K.6 d) Identify initial consonant sounds in one-syllable words.

1.5 a) Use initial and final consonants to decode and spell one- syllable words.

b) Use two-letter consonant blends to decode and spell one-syllable words.

f) Use word patterns to decode unfamiliar words.

**Academic Background/Language:** Students should know that words are made up of different letter sounds put together to form meaning. They should have a firm grasp of rhyming as it is the first component of the phonemic awareness continuum. Students should be able to articulate the difference between a letter name and a letter sound. They should also be able to identify the name of most letters when orally given a sound.

## Materials

* An alphabet book
* (optional) several manipulatives such as beads, erasers, counters, bears, etc. for each student

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Read an alphabet book to the class. Ask the students what they notice about all of the words on each page. Open to one of the pages and reread the words. Students should notice that all of the words on the page start with the same letter and same sound.
2. Tell the students that today you will play a game in which you will say three words. Two of the words will have the same beginning sound and one will not. The students’ job will be to identify which words have the same beginning sound. Tell the students to hold up one finger if the first choice matches and two fingers if the second choice matches. Model saying the words and then choosing the correct answer. For example say rat: can, rat: robot. Then hold up two fingers to indicate the second choice. Play the game until most students are getting the correct answer on their own. Have students prove their answer by saying the beginning sound.
3. Discuss that this sound can also be called the onset, the consonant(s) before the vowel. Show students by holding up one hand and then the other how you can segment the word rat into the onset and rime /r/ – /at/. Then bring hands together to blend the word the word rat. Practice segmenting and blending one syllable words into their onset and rime.
4. Once students show understanding of segmenting, blending, and onset/rime, introduce to students how to segment and blend individual phonemes using fingers to count, tap, or push the sounds with manipulatives. Model for students /r/-/a/-/t/ showing it has three sounds and then blending the word back together. Practice this concept with students starting with CVC words and progressing to words with digraphs and blends.
5. Begin to ask students about isolated sounds within words they are segmenting. (e.g. What is the final sound in rat? the middle? beginning sound?)

**Assessment (Diagnostic, Formative, Summative)**

* As students work, observe and take note of who can easily identify beginning sound matches and who needs more practice.
* Observe students who are able to segment words into individual phonemes and identify the sound.
* Give students a beginning sound match activity to complete independently.

**Writing Connections:**

* This activity is intended to be done orally. However, when students are ready, you could have them write the letter for the sounds that they hear in different words.
* Encourage students to segments words when attempting to write words in daily practice.

**Extensions and Connections (for all students)**

* Students can play memory or go fish with picture cards. A match would be two cards with the same beginning sound.
* Have students draw or cut out pictures of items that all start with the same letter. This could become a class ABC book.
* Provide easily decodable text for students to practice blending sounds to decode unfamiliar words.

**Strategies for Differentiation**

* Start by using only the beginning letter sounds that are most familiar to the students.
* Use a sentence starter: “This is a \_\_\_\_\_\_\_\_\_\_\_\_. It starts with the sound \_\_\_\_\_\_\_\_\_\_. ; \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ both start with the beginning sound \_\_\_\_\_.”