

Words with Final Blends

Base Lesson

Duration: 45–65 mins

Objectives

Teacher Objectives

Students will be able to . . .

- decode words with phonogram *-ump*
- identify the first and the last word on a page
- segment one-syllable words with final consonant blends
- decode VCC, CVCC, and CCVCC words with final consonant blends
- recognize that every syllable has one vowel sound and that closed syllables end with a consonant
- spell words with final blends
- form upper- and lowercase letters in words, phrases, and sentences
- read at least 0–10 words per minute with at least 92 percent correct and with appropriate expression in a connected text with consonant blends
- read grade-level text aloud fluently with purpose and understanding, expression, and phrasing appropriate to punctuation and genre
- produce complete simple or compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Student Objectives

I can . . .

- read words with the phonogram *-ump* (Phonics)
- identify the first and last word on a page (Print Concepts)
- break apart the sounds in a word and count them (Phonological Awareness)
- read words with final blends (Phonics)
- count syllables by counting vowel sounds and know that closed syllables end with a consonant (Phonics)
- spell words using the information I learned (Phonics)
- form upper- and lowercase letters (Handwriting)
- recognize and read words, phrases, and sentences with final blends in connected text (Fluency)
- read grade-level text with purpose and understanding (Fluency)
- speak in complete sentences (Language)

Pre-Instruction

Materials & Preparation

Teacher

- Decodable book: *Click! Lights Off* (projectable)
- Grapheme cards (printed copy for teacher)
- Observation checklist for Unit 3, Module 1, Lesson 4 (printed copy for teacher)
- Phoneme/grapheme alphabet chart (projectable)
- Pocket chart (not provided)
- Shared reader: *All About Light* (projectable)
- Sound box chaining workmat (printed copy for teacher)
- Word cards, set 1 (printed copy for teacher)
- Word cards, set 2 (printed copy for teacher)

Student

- Decodable book: *Click! Lights Off* (printed copy or digital version for each student)
- Final blends word sort (printed copy for each student)
- Grapheme cards (printed out and cut for each student)
- Handwriting paper (printed copy for each student)
- High-frequency word flash cards (printed, cut, and placed in a bag or box on first day of each unit)
- Shared reader: *All About Light* (printed copy or digital version for each student)
- Sound box chaining workmat (printed copy for each student)

Instruction

Set the Stage

5 mins

Activities that engage students' prior knowledge and interests, or pique students' interests; often referred to as an Anticipatory Set

Phonics: Read Words with Phonograms

5 mins

- 1. Display** Word cards, set 1 in a column of a pocket chart. Guide students to read the words aloud and make observations. Point out the *ump* phonogram in each word and the changing onset (initial consonant sounds). After reading each word, use the words in sentences and review the meaning of any unfamiliar words.

Sample Dialogue

Look at these words. What do you notice? (the words all end with the letters -ump) What do we call words that end with the same phonogram? (a word family) Words that end with the same phonograms are in a word family. Learning word family patterns can help you read and write more words. Let's blend the sounds and read the first word: /b/ /ŭ/ /m/ /p/, bump. What is the vowel sound in bump? (/ŭ/) What are the last two consonant sounds in bump? (/mp/) Let's look at the second word. What sound will change? (the first sound) What sounds will stay the same? (/ŭmp/) (Guide students to quickly read the other words by changing the beginning sound.)

Check for Understanding

- 1 Phonics:** I can read words with the phonogram *-ump*. Observe students reading the words and record in the Observation checklist for Unit 3, Module 1, Lesson 4.

**See Reteach/Enrich section for follow-up activities if needed.

I DO: Teach

15 mins

Lesson with a narrow focus where the teacher provides explicit instruction on a content-specific concept, strategy, or skill

Print Concepts: Shared Reading

5 mins

The shared reading text's main purpose is for students to build knowledge surrounding the unit and module question. It is an extra support and can be used in multiple ways. The shared reading text can be used to practice fluency, print concepts, high-frequency words (HFWs), and the phonetic skill, when applicable. Having students read and practice applying skills in different types of texts is a powerful way to build knowledge and expand on newly acquired skills.

- 1. Project** Shared reader: *All About Light*. Remind students what they have learned about light.
- 2. Display** page 11 and review that a sentence starts with an uppercase letter and ends with a punctuation mark. Point out the first word and ending punctuation in each sentence on the page.



ELL Tip

Introduce or review the terms *first* and *last* prior to beginning the lesson.



Teacher Tip

For students developing print awareness, have them identify the first and last word on a page with less text, such as page 6. For more advanced students, have them identify the first and last word on page 8. Students should recognize the first and last word on a page given text directionality.

Sample Dialogue

Before I read page 11, let's look at the text, or words, on the page. Where do I begin reading? Can you point to the first word? That's right, I begin here. (Point to the first word on the page, Light). I know this is the first word because I know I read from left to right and top to bottom. We have learned the first word in a sentence begins with an uppercase letter. We also learned sentences end with a period, question mark, or exclamation mark. Where do I stop reading? Can you point to the last word? That's right, I end here. (Point to the last word on the page, off). I see a period after the word. The period tells me it is the end of the sentence.

3. **Reread** page 11 aloud, tracking the print. Guide students in pointing out the first and last word on the page.
4. **Practice:** Using the Shared reader: *All About Light*, have students point to the first and last word on pages 12 and 13.

Check for Understanding

② **Print Concepts:** I can identify the first and last word on a page. Observe students during Practice and record your observations in the Observation checklist for Unit 3, Module 1, Lesson 4.

**See Reteach/Enrich section for follow-up activities if needed.

Phonological Awareness: Segment Phonemes in Single-Syllable Words

3 mins

1. **Review** or explain that words are made up of individual sounds. Explain that students will practice segmenting sounds in a word. Say a word and have students repeat it. Then have students segment the word into individual sounds using a chopping motion. Students start with palms together and chop outwards with each sound. Count the number of sounds in the word. Model with the word *tent*.

Sample Dialogue

We know words are made up of sounds. Today we will practice separating, or segmenting, the sounds in a word with a final consonant blend. These words will have two consonant sounds at the end. I will say a whole word and then we will segment the word into phonemes together using a chopping motion. Listen to this word: tent. Say the word with me again, tent. Now let's chop the word into individual sounds, t/ /ě/ /n/ /t/. How many sounds are in the word tent? (four)

2. **Practice:** Repeat the above routine to guide students to segment and count the phonemes in each of the following words: *nest, sand, bend, and bump*.

Check for Understanding

③ **Phonological Awareness:** I can break apart the sounds in a word and count them. Observe students during practice and record in the Observation checklist for Unit 3, Module 1, Lesson 4.

**See Reteach/Enrich section for follow-up activities if needed.

3. **Corrective Feedback:** If students have difficulty segmenting and counting the sounds, have them use counters as they say each sound.

Phonics: Decode: Make a Word Chain with Final Blends

5 mins

Making word chains is similar to word building, but it moves more rapidly, and students may be asked to change initial, final, or medial sounds at random. Each time students change just one letter to make the new word, they are building automaticity and drawing attention to the order of letters and sounds in words. It is important that your directions are clear about when you are referring to the letter and when you are referring to the sound. When you intend for students to say the sounds, you will see the slashes around the letter to signify /s/ or /t/.

- 1. Display** the letters required for the selected chain using Sound box chaining workmat and Grapheme cards. Distribute one copy of the Sound box chaining workmat and Grapheme cards to each student.
- 2. Explain** the use of grapheme cards and workmats to create words for students to read.
- 3. Model** using the grapheme cards and workmat to make the word *ten*. Ask students to look at the letters from left to right. As they look at the letters, they must remember the sounds the letters stand for and blend the sounds together to make the word. Review that the word has one, closed syllable.

Sample Dialogue

I used the grapheme cards and workmat to build a word. Let's say each sound as I point to the letters: /t/ /ě/ /n/. Now, let's blend those sounds together as I run my finger under all of the letters: /t/ /ě/ /n/. What is the word? (ten) Let's say it again, ten. What is the vowel sound in the word ten? (/ě/) How many syllables are in the word ten? (one)

- 4. Make** the letter addition needed for the next word and describe the change as it is made.

Sample Dialogue

Now I'm adding the /t/ at the end of ten. What word did I make now? (tent) How many syllables are in the word tent? (one) Remember, every syllable has one vowel sound. Tent is a closed syllable. A closed syllable ends with one or more consonants. Does tent end with a vowel or consonant? (consonants n, t) In a closed syllable, the vowel usually has a short sound.

- 5. Allow** students to replace the initial or final sound to create more words (*sent, send, and bend*).
- 6. Collaborative Practice:** Have students work in pairs to make a word chain for the word *band*. Have students share the words they built with the class. Then have students say the number of syllables in their words and if the syllables are closed.

Check for Understanding

- ④ Phonics:** I can read words with final blends.
- ⑤ Phonics:** I can count syllables by counting vowel sounds and know that closed syllables end with a consonant. Observe students as they work to build words with a partner and record in the Observation checklist for Unit 3, Module 1, Lesson 4.

**See Reteach/Enrich section for follow-up activities if needed.

- 7. Corrective Feedback:** If students are struggling to add, delete, or substitute graphemes, go back to manipulating phonemes in phonemic awareness.



Teacher Tip

Limit the number of grapheme cards for students beginning to build words in word chains. Also, consider directing them to change only the first letter. More advanced students can write a word chain if they want to build words for which there are missing grapheme cards.

WE DO: Guided Practice

15 mins

The teacher, with the help of students, applies the content of the concept being taught; may include think-alouds, whole group and small-group activities, checks for understanding, and formal evaluation

Phonics and Handwriting: Encode Sound, Word, and Sentence Dictation

5 mins

- 1. Get** students ready by having them take out a pencil and Handwriting paper.
- 2. Say** the words below one at a time. Allow students to segment each sound in the words and write the words as they say each sound:
 - *end*
 - *wept*
 - *jump*
 - *went*
 - *sink*
 - *left*
 - *fact*
- 3. Dictate** the short sentence that follows this instruction. Have students repeat the sentence and hold it in memory while they make a line for each word. Then have students write the sentence on the lines. *Hank slept in a tent.*
- 4. Remind** students to use capital letters and end punctuation. Also, remind them to refer to the Phoneme/grapheme alphabet chart and High-frequency word flash cards if necessary.
- 5. Write** the sentence correctly on the board and have students self-correct if there are errors.

Check for Understanding

- ⑥ **Phonics:** I can spell words using the information I learned.
- ⑦ **Handwriting:** I can form upper- and lowercase letters. Walk around and observe students as they write the words and sentences. Record in the Observation checklist for Unit 3, Module 1, Lesson 4.

**See Reteach/Enrich section for follow-up activities if needed.

Phonics: Sort Words with Final Blends

5 mins

- 1. Guide** students to sort words that end with consonant blends using Word cards, set 2 and a pocket chart labeled with final blend patterns: *-nd*, *-nt*, and *-ft*.

Sample Dialogue

We have been learning how to read words with final consonant blends. Let's read and sort words by their final consonant blend pattern. We'll try some together. The first word is /p/ /ɔ/ /n/ /d/, pond. Read the word as I hold up the word card: pond. Does pond end with /nd/, /nt/, or /ft/? (/nd/) What two letters spell that consonant blend? (n, d) I will point to those two letters. I will place the word pond in the pocket chart under -nd since the word has an -nd final blend pattern.

- 2. Collaborative Practice:** Students sort words using the Final blends word sort.

Check for Understanding

- ④ **Phonics:** I can read words with final blends. Observe students during the Collaborative Practice section and record in the Observation checklist for Unit 3, Module 1, Lesson 4.

**See Reteach/Enrich section for follow-up activities if needed.

Fluency: Read Connected Text

5 mins

The comprehension checks are not about teaching comprehension strategies, they are checks focused on questions or activities that can generate conversations about the text. This check is in place to make sure students are comprehending what they are reading.

- 1. Review** the text with a one-sentence connection to prior knowledge.
- 2. Set a Phonics Purpose:** Connect the text to the day's phonics lesson by having students remember what they learned. Remind students how to use this knowledge in reading.

Sample Dialogue

Consonant blends can be at the beginning or end of words. This week we practiced reading words with final consonant blends. We practiced words with the final consonant blends -nd, -nk, -nt, -ft, -pt, -ct, and -mp. I will write a word with one of these consonant blends. Write sand and underline the final blend -nd. I am going to place my finger under the letter s and run my fingers across the letters to blend and read the word. The word is /s/ /ă/ /n/ /d/, sand. Now, blend the word with me using your fingers. Model by holding up a hand with palm out and making a fist. Raise the thumb for /s/, the index finger for /ă/, the middle finger for /n/, and the ring finger for /d/. Blend the sounds and read the word with students. Use this strategy when reading words in your decodable book.

- 3. Start the Reading:** Start by reading a page yourself of the Decodable book: *Click! Lights Off* and having students follow along and repeat it back. If applicable, draw students' attention to the target letter-sound relationship and high-frequency words. Model how to stretch or sound out the word with the target relationship.
- 4. Listen to Reading:** Have students continue reading the Decodable book: *Click! Lights Off* in a whisper. Listen to students as they read. Prompt students to use the letter sounds to read and to self-correct when they make an error.
- 5. Use Self-Correction Strategies** that include prompts to reinforce students to self-correct as they read connected text.
- 6. Comprehension Check:** Have a class discussion summarizing the text with students. Here are some examples:
 - Retell the story using *first, next, then, and last*.
 - Tell your favorite part of the story or favorite fact in the text.
 - Give this book a thumbs-up or a thumbs-down. Tell why you think that.

Check for Understanding

- ⑧ **Fluency:** I can recognize and read words, phrases, and sentences with final blends in connected text.
- ⑨ **Fluency:** I can read grade-level text with purpose and understanding. Walk around and observe students reading the decodable text. Record in the Observation checklist for Unit 3, Module 1, Lesson 4.

**See Reteach/Enrich section for follow-up activities if needed.

- 7. Corrective Feedback:** If a student is struggling while reading the text, demonstrate how to use a piece of paper to cover all but one line of the text. Guide the student in reading the visible line of text, pointing out words with this module's phonics patterns and stretching out unfamiliar words. Have the student continue to read the page, pulling down the paper to focus on one line at a time.

YOU DO: Independent Practice

15 mins

Students work independently to practice and apply new concepts and skills using the digital resources for each lesson; may include videos, games, or reading resources

- Fixing Reading Mistakes: Frog Gets Help**
 This student video instructs on spelling and reading (identifying first and last word on a page.)
 Videos | Video | Grade 1
- Identify First and Last Words on a Page**
 Identify the first and last words on a page.
 Games | Interactivity | Grade 1
- Read Words and Sentences Fluently**
 Practice reading high-frequency words with automaticity and reading sentences with expression.
 Games | Interactivity | Grade 1
- Correct Reading Mistakes**
 Identify and correct errors while reading. Practice reading decodable words with automaticity.
 Games | Interactivity | Grade 1
- Click! Lights Off**
 Brothers Kent and Hank have a fun shadow puppet show when the lights go out during a storm.
 Books | Fiction | Humorous | Grade 1

How will students see this assignment?

Main Quest

Unit = **World 3**
 Module = **Mission 1**
 Lesson = **Level 4**



Closure

5 mins

Teacher and students revisit the learning objective and share their reflections, or what they applied during instruction; may include formative assessment (reflection, exit ticket, journal entry, etc.)

Return to Module Question

5 mins

- Display** Shared reader: *All About Light* and reread page 6.
- Return** to the module question: Where does light come from?
 Discuss what students learned about light and answer the module question using facts from the text.

Sample Dialogue

Reading All About Light helps us learn facts we can use to answer the question, 'Where does light come from?' Let's find the page in the book that best helps us answer the question. (Guide students to identify and reread page 6.)

ELL Tip

Work with students to better understand the content-specific vocabulary when discussing sources of light: *light bulb, sun, fire*. If possible, show them the examples of the actual light source and provide sentence frames. For example: *I can see light _____.*

- 3. Use** the sources of light to have a scavenger hunt. Allow students to look for different sources of light. After the hunt, have the students discuss the light sources they located with a partner. Encourage them to use complete sentences in the discussion.

Sample Dialogue

We are going to have a light scavenger hunt. You will walk around the classroom looking for sources of light. When I say time is up, find a partner. Discuss with your partner what types of light sources you found. Be sure to use complete sentences when you are talking with your partner.

- 4. Collaborative Practice:** Turn and talk to have students answer the question, “Where does light come from?” Remind students to use complete sentences.

Check for Understanding

10 Language: I can speak in complete sentences. Observe students during the Collaborative Practice section and record in the Observation checklist for Unit 3, Module 1, Lesson 4.

**See Reteach/Enrich section for follow-up activities if needed.

Post-Instruction

Reteach & Enrich

10 mins

Reteach

5 mins

Reteach activities provide support for students who need additional instruction and practice to meet a learning objective or skill.

Check for Understanding

- ① **Phonics:** I can read words with the phonogram *-ump*.
Using Word cards, set 1, model using the finger technique to segment and blend the sounds to read the word. Have students repeat. Point out the consistency of the ending word sounds /ump/.
- ② **Print Concepts:** I can identify the first and last word on a page.
Use the Decodable book: *Click! Lights Off*, to reteach identifying the first and last word on a page.
- ③ **Phonological Awareness:** I can break apart the sounds in a word and count them.
Say a word with a final blend. Then segment the word into sounds as you hold up a finger for each sound. Students use their fingers to keep count along with you. Repeat with other words.
- ④ **Phonics:** I can read words with final blends.
- ⑤ **Phonics:** I can count syllables by counting vowel sounds and know that closed syllables end with a consonant.
Use the Sound box chaining workmat and Grapheme cards to have students create and blend words, with guidance and support. Students practice identifying the vowel sound in each word and the number of syllables.
- ⑥ **Phonics:** I can spell words using the information I learned.
- ⑦ **Handwriting:** I can form upper- and lowercase letters.
Say a word with a final consonant blend, such as *fact*. Guide students to segment the sounds. Then model writing a letter for each sound while students write with you. Call attention to each letter and have students check their letter formation and spelling.

- ⑧ **Fluency:** I can recognize and read words, phrases, and sentences with final blends in connected text.
- ⑨ **Fluency:** I can read grade-level text with purpose and understanding.
Have students echo read using the Decodable book: *Click! Lights Off*. Provide guidance and support as necessary as students read. Prompt students to notice and self-correct errors with questions such as “Did that make sense?” After every two pages, ask the students a comprehension question about the text. Provide support in locating the answer if needed.
- ⑩ **Language:** I can speak in complete sentences.
Provide models of complete sentences. Provide assistance in turning phrases, such as “the sun”, into a complete sentence: “The sun gives light.”

Enrich

5 mins

Enrich activities are for students who have demonstrated the need for more complex, challenging materials based on the unit’s observation checklist objectives.

Check for Understanding

- ① **Phonics:** I can read words with the phonogram *-ump*.
Have partners write words with the phonogram *-ump*. Students can write real and nonsense words.
- ② **Print Concepts:** I can identify the first and last word on a page.
Have students select a text from the classroom library and identify the first and last word on different pages.
- ③ **Phonological Awareness:** I can break apart the sounds in a word and count them.
Say a three-, four-, or five-sound word and have students mentally segment and count the number of phonemes. Count to three and have students hold up the number of sounds in the word.
- ④ **Phonics:** I can read words with final blends.
- ⑤ **Phonics:** I can count syllables by counting vowel sounds and know that closed syllables end with a consonant.
Have partners use Grapheme cards to take turns building and reading words with final blends. Player A builds a word. Player B reads it. Player B then changes one letter to build a new word. Alternatively, students can write lists of word chains.
- ⑥ **Phonics:** I can spell words using the information I learned.
- ⑦ **Handwriting:** I can form upper- and lowercase letters.
Have students read the words from a Final blends word sort. Then students complete an open sort with the words. Have students choose two or three new categories to sort the words in. They can write their categories and the words on a piece of paper.
- ⑧ **Fluency:** I can recognize and read words, phrases, and sentences with final blends in connected text.
- ⑨ **Fluency:** I can read grade-level text with purpose and understanding.
Using the Decodable book: *Click! Lights Off*, partners can read the text aloud acting as if they are news reporters reporting on the story.
- ⑩ **Language:** I can speak in complete sentences.- Encourage students to elaborate in their sentences. Prompt with “Where else does light come from? How do you know ____ does not give light?”