

Review of Vowels/Consonants/Blends/Digraphs

Lesson 1_Review

Introduction 1 mins

We shall work to read and spell multisyllabic words. These are also called Big Words. Multisyllabic words -as the term implies-have many (multi) syllables. A syllable is a unit of pronunciation that has a vowel. If I speak as a robot, I can break words into syllables. For example, in the word capital, I have cap-it-al, three syllables. In the word capability I have ca-pab-il-it-y, five syllables. **A syllable needs a Vowel.**

Task 1 min

Before we complete this work, we shall review some information that will guide our reading and spelling of words with many (multiple) syllables.

Quick Review

VOWELS AND CONSONANTS

Teacher Says, "Let's review the vowels and the consonants."

What are the vowels? Teacher immediately records on the board/mini-board/sheet the letters and then provides orally a representative word for that letter/sound:

Aa as in apple

Ee as in electric

Ii as in Ink

Oo as in octopus

Uu as in Umbrella

The teacher asks, "What are the consonants?"

Teacher immediately records on the board/mini-board/sheet the letters and then provides orally a word for that letter/sound:

B as in bat

C as in cat

D as in Dog

F as in fish

G as in goat

H as in house

J as in jug

K as in Kangaroo

L as in lake

M as in moon
N as in necklace
P as in paper
Q as in Quack
R as in room
S as in stop
T as in Tiger
V as in violin
W as in Water
X as in X-ray
Z as in Zoo

Choral Reading

The teacher asks students to look on a poster that includes the same information and also the sample words for each of the letters.

Students are asked to read the vowels and their sample words with the teacher chorally.

Reminder

Teacher says, "Remember that a vowel is very important when I work with syllables because a syllable needs a vowel!"

BLENDS

Teacher says, "We also have consonant blends in English.

A blend is two consonants that appear together at the beginning or at the end of words and each keeps its sound. You know you have a blend because you can hear each consonant's sound when you sound out. For example, the word /b/ /l/ /e/ /n/ /d/ has a beginning and an ending blend: BL_ND

Writing of blends and digraphs

The teacher writes on the board/mini-board/sheet the blends and orally provides a word:

We have S blends (sl as in slate; sk as in skate and ask; sp as in spit and lisp)

We have L blends (bl as in black, cl as in clay, fl as in flock)

We have R blends (br as in bring, cr as in cross, dr as in drum, fr as in freezer, gr as in grow)

And triple R-blends as in strike; spring, scratch

Choral Reading

The teacher asks students to look on a poster that includes the same information and also the sample words for each of the blends.

Students are asked to read the blends and their sample words with the teacher, chorally.

Reminder

Teacher says, "It is important to remember the blends. Usually, we do not break in between blends to read and spell words; but this is why we always recheck as sometimes we may do this.

DIGRAPHS

The teacher says, "We also have digraphs in English." These are consonants that work together to make one sound. The teacher records each digraph on a board/mini-board/sheet and orally provides words that represent that digraph:

Sh says /sh/ as in show

Ch says /tch/ as in chair

Th says /θ/ as in theatre

Ph says /φ/ as in phone

Wh says /γ/ as in whale

Remember that **Words that include PH** derive (come) from the Greek language.

Choral Reading

The teacher asks students to look on a poster that includes the same information and also the sample words for each of the digraphs.

Students are asked to read the digraphs and their sample words with the teacher, chorally.

Reminder

The teacher says, "When we work on Syllables and breaking words into parts to read or spell, digraphs are never broken apart. In other words we never break in between sh/ch/ph/th/wh. These always stay together.

Application of Syllabification orally

Teacher says, "It is important that you recognize syllables in spoken words. This will help you when you work on reading word parts and when spelling words. We

will practice breaking words and identifying syllables. You will not, yet, know what syllable type we have, but we need to be fluent in syllable breaking.

Watch me!"

The teacher says a word, breaks the word in syllables, and moves up a finger for each syllable part. The students repeat immediately after the teacher. For instance, the teacher says, "The word is matter: mat (one finger up)-ter (second finger up. Two syllables. You repeat. Get your mouths and fingers ready: Matter."

NOTE: In case of an error the teacher models immediately and asks the student to repeat.

NOTE: In case students get confused, the teacher may ask them to speak like a robot to figure out the syllables. The goal is to move up a finger for every new push of breath students make.

The words are:

Matter= mat-ter= 2 syllables

Paper= pa/per = 2 syllables

Corner= cor/ner = 2 syllables

Candle = can-dle = 2 syllables

Bookmark = book-mark = 2 syllables

Astronaut = as-tro-naut = 3 syllables

Paperclip = pa=paper-clip= 3 syllables

Momentum= mo- men- tum

Potentially = po-ten-ti-al-ly= 4 syllables

Traditional = trad-i-tion-al = 4 syllables

Students Practice Breaking Words in Syllables

The teacher says, "You did well breaking words after me. Let's now break some new words. You will do this on your own as a group. Get your mouths and fingers ready!"

The words are:

Control = con/troll = 2 syllables

Maybe = may-be = 2 syllables

Passion = pass-ion = 2 syllables

Discovery= dis/cov/er/y= 4 syllables

Magnificent = mag-ni-fi-cent = 4 syllables

Corruption= cor-rup-tion = 3 syllables

Douglas = Doug-las= 2 syllables

Independent Task

The teacher says, "You may now take a few minutes to think of your first name and your last name. I want you to say your first name and then break it into syllables. You may then practice with your last name. I will go first. My first name is _____ (teacher says her name, says each syllable moving a finger, and states the total number of syllables. The teacher proceeds with their last name). Students follow.

Reminder: It is important you know how to break words in syllables. If you know that and you know the types of syllables, you can sound out each part, and then correctly spell a word. We shall practice more as we learn more about syllables and how to read big words!

Reading for Fluency

Students read with the teacher a chapter book

The readings will be completed in the following format:

Choral Reading

Whisper reading

The teacher says,

"We practiced reading words and spelling words. We shall work on reading sentences within a book. We shall read the book _____. Yesterday we learned (address Beginning: Characters, Time, Place, Problem; Middle: Events and complications; End: Solution, Emotions if this is a narrative; address main ideas and explanations if it is an informative text; address reasons and examples if this is a persuasive text). "

Discussion and Response to a Question

Question:

CONSONANTS

B as in bat

C as in cat

D as in Dog

F as in fish

G as in goat

H as in house

J as in jug

K as in Kangaroo

L as in lake

M as in moon

N as in necklace

P as in paper

Q as in Quack

R as in room

S as in stop

T as in Tiger

V as in violin

W as in Water

X as in X-ray

Z as in Zoo

VOWELS

Aa as in apple

Ee as in electric

Ii as in Ink

Oo as in octopus

Uu as in Umbrella

Yy as in gym (sometimes)

BLENDs

We have **S blends**

sl - as in slate;

sk - as in skate and ask;

sp - as in spit and lisp

sn - as in snail

We have **L blends**

bl - as in black,

cl- as in clay,

fl - as in flock, flip

pl- as in please

We have **R blends**

br- as in bring,

cr - as in cross,

dr - as in drum,

fr - as in freezer,

gr - as in grow

And **triple R-blends**

str- as in strike;

spr- as in spring,

scr- as in scratch

Sh says /sh/ as in show

Ch says /tch/ as in chair

Th says /θ/ as in theatre

Ph says /f/ as in phone

Wh says /v/ as in whale

DIGRAPHS

Remember that **Words that include PH** derive (come) from the *Greek* language
Such as Phone that means sound/voice; Phil that means friend of. For example,
Philippakos literally means the friend of horses.