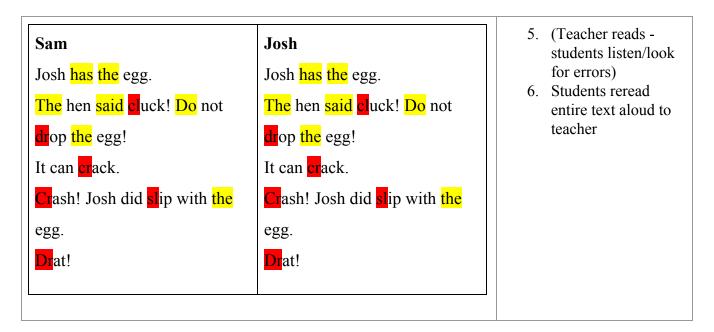
Students: Sam and Josh	Date:	Lesson:			
Lesson Objective: Students will decode and encode one syllable words with initial blends.					
Syllable Types: S: CVC/closed; J: CVC/closed Families: n/a					
Spelling Patterns: n/a	Affixes: n/a				
Syllable Division: n/a	Roots: n/a				

Associatio	on I: Symbol	to Sound				
Compone	ent					Notes
Take turn. hem to us each initic 1. St	se blocks to s al blend, and tudent segme	picture cards egment indiv short vowel nts sounds (1) (slip, frog, drun vidual sounds; re sound=1 block, ls together to say	inforce the 2		_
Sam		1	Josh	1	,	
	segment	blend		segment	blend	
slip			brim			
frog			glob			
drum			plum			
plum			drum			
glob			frog			
brim			slip			
Key: 🗆 d	or X]		1	
note reve	erse order					

Sam iouckulrhfand			Josh		1 6	script-letter-	script-letter-sound-ke		
, <i>0</i> , <i>U</i> , 0				<i>i, o, u,</i>	<i>ck, n, l, r</i>		1. Missed phon	-	
	L	S	K	_	L	S	K	put in back of pack-review	
i				i				2. Use back/for	rth
0				0				jumping jack these phonog	
u				u				3. Other option slap, beat the	
ch				ch				Ship, beat the	, teacher
n				n					
1				1					
r				r					
b				b					
f				f					
sh				sh					
р				p					
d				d					
=Letter	r S=Sour	nd K=Ke	yword						
<i>eview l</i> sk: Wł	blends co nat's the	oncept fro differenc		·			t blend?	 Have studen binder if stud Phonogram of ready to help consonant digraphs/mail consonant bl 	ck cards o-show ke
0 word.	s on diffe	l (8-10 m erent sent read alou	tence strips	s - word or	dered shi	ıffled		 Student 1 (regression of the second se	yesterday ighlight nt those

am	1			Josh	1		- T	reading sentence str
	1st	2nd	3rd		1st	2nd	3rd	
crab				cra	b			
drab				dra	b			
grab				gra	b			
drip				drip	2			
prop				pro	p			
crop				cro	р			
shop				sho	p			
much				mu	ch			
slab				slał)			
crib				crit	,			
V - to re	ead							
		1	2	2				
aid								
vas								
ou								
rou ey: 🗆 oi	·X							



Association II-III: Soun	d to Symbol			
Component	Notes			
Trace/print first and last	s) lacement on lines (especially Josh). names on printed paper (one line) - in student binder each have a copy with their full			
7. What Says?/Sound dic	Alternate between the two; move quickly			
Sam	Josh			
/s/	Short /i/			
short /o/	/1/			
/k/ (c, k)	Short /o/			
/1/	/s/			
	/k/ (c, k)			

8. Words to Spell/SOS (6-8 minutes) <i>Reinforce procedure. Use fingers to sh</i>	Alternate/reverse order. While one is writing word, have the		
Sam	Josh	other work on code the previous spelled word.	
glob	brim	previous speneu word.	
drum	plum		
frog	frog		
plum	drum		
brim	glob		
I put a glob of shampoo in my hair. I like to play the drum . The frog can hop! The plum is my favorite fruit. The brim of my hat shades my face.			
9. Learned words - review (5 minutes) <i>Play Race to the Top</i>		Ask them to trace and also to spell with eyes closed	
Sam	Josh		
said	said		
was	has		
has	the		
10. New Learned word: were (5 minute Make card, practice writing (sand, play spelling.) Use in sentences and include	ydoh, screen) and saying (arm		
 Sentence dictation (9 minutes) Grab the bag. Cram it in! Comments: 	Use tally marks to count words. Reinforce finger spelling of words. Prompt using CAPS.		
Sam	Josh		

Future Planning	
Sam	
Josh	