

See *Sound Discovery Words and Sentences, Part 2*, pages 66, 67+

- see *Snappy Lesson 12*
- our represents the /or/ sound in *four*
- remember that ere in *were* sounds /er/.

closed syllables

subtract

hospital

syllable splits

sub/tract

hos/pit/al

phonemes

s-u-b/t-r-a-c-t

h-o-s/p-i-t/a-l

vowel consonant-e syllables

mistake

mis/take

m-i-s/t-(a-e)-k

open syllables

music

mu/sic

m-u/s-i-c

microscope

mi/cros/cope

m-i/c-r-o-s/c-(o-e)-p

Snappy Lesson:

See pages 3 and 4 of *Sound Discovery Words and Sentences, Part 2* for more information about the Snappy Lesson. Use syllable and word cards. Students are generally discouraged from saying letter names as they write out syllables and words. They are still encouraged to say letter sounds. The teacher can use 'robot arms' to represent each chunk of a word during blending if it is helpful or to represent each sound if necessary. Students can identify sounds within syllables by using phoneme fingers if necessary during segmenting and can identify separate syllables by clapping beats or feeling the lowering of the chin with each syllable. Students can still tap out phonemes and use phoneme lines for the sounds within syllables when writing from dictation if necessary. They can instead use syllable lines. At this stage most students should be able to write syllables directly from dictation but some students may still need support at phoneme level. For manipulation, move syllable cards to make and break longer words e.g. sub tract.

Learning Objectives: to blend and segment polysyllabic words with closed, vowel consonant-e and open syllables

Success Criteria: to read and write words and sentences containing closed, vowel consonant-e and open syllables with 100% accuracy

Tricky Words: I, the, of, were, four

Reading

Spelling

<p>1. Review syllables for reading Show syllable cards. Students sound and say.</p> <ul style="list-style-type: none"> • sub, tract, hos, pit, al, mis, take, mu, sic, mi, cros, cope 	<p>7. Review syllables and for spelling</p> <ul style="list-style-type: none"> • Dictate syllables. • Students say sounds and syllables as they write joined-up on small white board or in book.
<p>2. Teach syllable division for reading</p> <ul style="list-style-type: none"> • Explain, show word cards, and say. Students say e.g. sub/tract subtract subtract, hospital, mistake, music, microscope • Play 'grab game' - touch with fingertips and freeze. With all the above syllable and word cards on table, say syllable or word. First student to touch card wins it. 	<p>8. Teach syllable division for spelling</p> <ul style="list-style-type: none"> • Say word and syllable splits and model letter formation. • Students to write joined-up on white board or in book from dictation. Check the letter formation. Handwriting sheets for further practice are found in SD Developmental Handwriting Series.
<p>3. Blending (oral)</p> <ul style="list-style-type: none"> • Say syllables eg sub/tract • Students to blend into word sub/tract, hos/pit/al, mis/take, mu/sic, mi/cros/cope 	<p>9. Segmenting Words</p> <ul style="list-style-type: none"> • Say a word • Students to say sounds as they flick fingers or clap beats for each syllable and say syllable and word. s-u-b/t-r-a-c-t, h-o-s/p-i-t/a-l, m-u/s-i-c m-i-s/t-(a-e)-k, m-i/c-r-o-s/c-(o-e)-p
<p>2. Manipulating Cards Use: con, sub, tract To make: tract-subtract-contract Use: al, an, hos, ic, mech, pit, tel To make: hostel-hospital-mechanical-mechanic Use: hu, man, mu, sic To make: music-human-man Use: cope, cro, cros, mi, phone To make: cope-microscope-microphone-phone</p>	
<p>5. Word Cards for Reading- sound and say</p> <ul style="list-style-type: none"> • Show word cards in a pack, one at a time. • Students sound and say. Blend syllables or phonemes together and say word. • Or students sound in their heads and say word. <ul style="list-style-type: none"> • subtract, hospital, mistake, music, microscope 	<p>10. Word Dictation - tap and write</p> <ul style="list-style-type: none"> • Say a word. Students clap syllables. • Students tap out phonemes for word or first syllable and say sounds as they write letters and say the word or syllable, e. g. sub • Tap and write letters for each syllable. • Or students segment in their heads and write word. • subtract, hospital, mistake, music, microscope
<p>6. Reading Sentences</p> <ul style="list-style-type: none"> • One student to read each sentence or read as a group. <p>Ten subtract six is four. All the beds in the hospital were full. I made a mistake with the numbers. If music be the food of love, play on. We looked at the cells under the microscope.</p>	<p>11. Sentence Dictation - tap and write</p> <ul style="list-style-type: none"> • Say a sentence. • Students recall sentence orally or say together with adult. • Students write sentence on white board or in book. Clap syllables and tap out phonemes, as required. If necessary, dictate one word or phrase at a time. When recall develops dictate the complete sentence. • Repeat process for other sentences. • Check for spacing, spelling and punctuation. • Students to read back syllables, words and sentences.
<p>Extension for Reading</p> <p>In separate session, extend reading and oral comprehension by reading books like <i>Fold-It Books 2 - Shells, The Milkmaid and her Pail, The Fox and the Goat</i> and then answering comprehension questions orally from the <i>Activity Book</i>.</p>	<p>Extension for Writing</p> <p>In separate session, extend writing and written comprehension through dictation of passages from <i>Fold-It Books 2 - Shells, The Milkmaid and her Pail, The Fox and the Goat</i> and answering comprehension questions in writing from <i>Activity Book</i>, Texts 15 onwards</p>