READING PARTNERS

Advancing Readers Word Analysis Lesson Plan
Lesson 2.5 WA: Blends and Digraphs

2.5

Don't Miss This

- **Word Analysis** – For this word analysis strategy, student will practice dividing and reading two-syllable words that have digraphs and blends in them. A syllable is a part of a word that has only one vowel sound.

CONFIRM BEFORE YOU BEGIN

Check!	• Check student's roadmap to confirm if you need to teach the skill. • If you are not sure, please check with the site coordinator. • Read lines aloud in ***BOLD ITALIC*** throughout the lesson.

STEP 3: WORD ANALYSIS (suggested time – 15 min.)

Teach	• ***Today, we're going to practice dividing and reading two-syllable words that have consonant teams in them.***	*Tutor writes on whiteboard:*
	• ***A syllable is a part of a word that has only one vowel sound.***	
	• ***Consonant teams are two consonant letters that always stay together.***	
	• ***Sometimes the consonant team keeps their same sound.***	
	• ***Let's practice.*** Point to pl.	**pl**
	• ***In this team, we hear /p/ and /l/ → /p//l/***	
	• ***Now, you point to each team and read.*** Student points to blends- pl, cr, gl, bl, st, sl, tr, br, sp, fl, sm and says its sound.	**st cr gl bl pl sl tr br sp fl sm**
	• ***Sometimes consonant teams make a new sound. When you see these teams, called digraphs, we know they make a new sound. Lets' quickly review these sounds.*** Review the digraph (sh, ch, th, ph, wh) sound with your student	**sh ch th ph wh**
	• ***When we read longer words, we have to pay close attention to the vowels and consonants because this will help us divide the words into syllables and read the word. We also have to pay attention to whether we see any consonant teams in the word, because these letter combinations always have to stick together and you won't be able to divide them.***	

Step 3 continued on back

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Apply	Point to word bathtub. • ***I'll put a dot underneath each vowel I see.*** Put a dot under the a and u. • ***There are two vowels, so there must be two syllables. Now we need to figure out how to divide the word into two syllables.*** Point to the consonants, t, h and t. • ***I see there are 3 consonants in between these vowels. We'll need to divide somewhere between these. If we see a consonant team, we know those two letters will have to stay together.*** • ***th is a team, so those letters can't be separated -- we can't divide between them.*** • ***That means the only place we can put syllable division line is between the h and the second t.*** Draw a slanted line between the bath and tub. • ***Now, we'll use our knowledge of closed syllables to read each syllable.*** • ***First, let's look at the first syllable, bath. There is a vowel followed by a consonant to close the syllable, so we know the vowel will make the short vowel sound: /b/ /ă/ /th/ → /bath/*** • ***Now, let's look at the second syllable, tub. The u is followed by a consonant, and this is the end of that syllable, so this is also a closed syllable. This means the u will make the short vowel sound and say /ŭ/. Now I can sound out this syllable: /t/ /ŭ/ /b/ → /tub/*** • ***Now, let's put it together: /bath/ /tub/ → /bathtub/***	*Tutor writes on whiteboard:* **bathtub** **bath/tub**
Practice	• ***Now, let's practice reading words that have closed syllables and consonant teams. To help read each word, put a dot underneath each vowel and then put a line where you think the word needs to be divided.*** Next, have the student read the words several times. Point randomly to the words.	*Tutor writes on whiteboard:* **backpack** **pumpkin** **include** **nutshell** **discrete** **central** **actress** **extreme**

STEP 4: CONTINUE WITH LESSON PLAN

Continue	• Continue with STEP 4 of lesson **2.5**: Monitoring Comprehension and Visualizing

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