

Structured Literacy

SKILLS

- Phonological Awareness: Blending Syllables and Blending Onset and Rime
- Visual Review
- Auditory Review
- Blending Review
- Phonics Focus Skill: Floss Rule
- Continuous Blending
- Handwriting: Manuscript *j, l, k, z, y*
- Spelling: Word Building
- Irregular Words: *my, by, why*
- Decodable Text

RELATED RESOURCES

Online 

Lesson Slides

Anchor Chart: The Floss Rule

Articulation Videos

Blending Board

Start Right Reader

Student Practice:

- Letter and Grapheme Cards
- Handwriting Models: Manuscript (*j, l, k, z, y*)
- Handwriting Paper
- Decodable Text

Routines:

- Blending: Continuous
- Write and Reveal
- Heart Words
- Word Practice: Word Building
- Decodable Text

INSTRUCTIONAL VOCABULARY

grapheme a letter or combination of letters that represent a corresponding single sound

phoneme an individual speech sound that can be combined with others to make words



WARM UP

Phonological Awareness: Blending Syllables and Blending Onset and Rime

- ▶ Say: **Let's warm up by listening to the sounds in words. Before we start, let's put on our strong listening ears.** Pretend to adjust your ears to model getting ready.

ACTIVITY 1 Blending Syllables

Say: **Let's blend syllables. We'll slide our hands as we blend the syllables into a word.**

IDO Say: **Listen to the first one.** Slide your hand as you say each syllable and blend the word. ***Dol-phin, dolphin.***

WEDO Say: **Let's do one together.** Have children slide their hands as they blend syllables. **Ready? *Pea-nut, peanut.***

YOU DO Say: **Your turn.** For each word, say the syllables. Have children slide their hands as they repeat the syllables and then blend them together: ***bi-cy-cle*** (*bi-cy-cle, bicycle*); ***bas-ket-ball*** (*bas-ket-ball, basketball*); ***tel-e-vi-sion*** (*tel-e-vi-sion, television*).

Correct & Redirect If children have trouble blending syllables, remind them that syllables are word chunks. Guide them in identifying the syllables in a known word (*backpack, back-pack*).

ACTIVITY 2 Blending Onset and Rime

As needed, teach or review that every syllable has two parts. The onset is the part or sound that comes before the vowel. The rime is the vowel and consonant(s) that follow.

Say: **Let's blend word parts together.**

IDO Say: **I'll do the first one: *b-oss, boss.*** The first sound in *b-oss* is /b/. The part that follows /b/ is *-oss*. Repeat blending, emphasizing the onset and rime: ***b-oss, boss.***

WEDO Say: **Let's blend one together. It sounds like this: *f-ell, fell.*** Ready? Let's say it: ***f-ell, fell.*** Repeat it with me: ***f-ell, fell.*** What's the first sound? (/f/) What follows /f/? (*-ell*) Blend it with me: ***fell.***

Phonological Awareness: Blending Onset and Rime, continued

YOU DO Say: **Your turn.** Say the onset and rime, and then have children repeat and blend: **b-uzz.** (*b-uzz, buzz*)
Repeat with *w-ill, will* and *j-azz, jazz.*



Correct & Redirect

If children have difficulty with onset and rime, support them in using connected phonation by stretching the onset until it reaches the rime (*mmmop*).

WARM UP

Visual Review

- ▶ Have children review previously learned graphemes for the letters *j, l, k, z, y, e, r, f, g, h, u, o, n, d, p, c, i, a, b,* and *s* and say the corresponding sounds. Say: **Let's review letters and say their sounds.**
- ▶ Show the grapheme slide *j.* **Look at this letter. Say the sound.** (/j/)
- ▶ Repeat with the rest of the slides: *l, k, z, y* (/y/), *e* (/ě/, /ē/), *r, f, g, h, u* (/ů/, /ū/, /yū/), *o* (/ö/, /ō/), *n, d, p, c* (/k/), *i* (/ĩ/, /ī/), *a* (/ǎ/, /ā/), *b,* and *s* (/s/, /z/).

Correct & Redirect

If children have difficulty, have them

- name the letter and trace it on the table. If they still do not recall the letter sound, ask if they remember the keyword.
- practice writing the letter while saying the sound.

WARM UP

Auditory Review

- ▶ Have children listen to previously learned phonemes and use a pencil and paper or a multisensory approach such as air writing to write the corresponding graphemes.
- ▶ Say: **Let's review sounds we have learned and write the letters that match them. Watch and listen as I say the sound. First, you will repeat the sound. Then, you will say the sound as you write the letter or letters that match it. Ready? The first sound is /j/. (Children repeat /j/ and then say /j/ as they write the letter j.)**
- ▶ Write or show the grapheme *j* for children to check their answers. **/j/ is represented by the letter j: /j/, j. Check that you wrote the letter j.**
- ▶ Repeat with phonemes /l/ (*l*), /k/ (*c, k*), /z/ (*z*), /y/ (*y*), /ě/ (*e*), /r/ (*r*), /f/ (*f*), /g/ (*g*), /h/ (*h*), /ů/ (*u*), /ö/ (*o*), /ĩ/ (*i*), /ǎ/ (*a*).

Make sure children watch your mouth as you say each sound. Seeing your articulation and mouth formation will help children distinguish between similar-sounding phonemes. Children can use a mirror to check their own articulation and mouth formation as they repeat the sound.

WARM UP

Blending Review

- ▶ Have children review previously taught sounds by decoding graphemes and blending sounds together to read words with automaticity.
- ▶ Show the first slide for *be*. Say: **Let's blend sounds we know to read words. Ready? What's the first sound? (/b/)** Show the next slide. **What's the final sound? (/ē/)** Blend it. (/b/ /ē/) **Read it. (be)** **Let's blend and read another word. Ready?**
- ▶ Repeat with the slides *bed, no, not, hi, wild, most, bold, colt, and kind*.

Correct & Redirect

If children have trouble blending, help them segment the sounds, but quickly redirect to connecting sounds to blend and read.

If needed, remind children that when a vowel is the last letter in a syllable (*bē*), the vowel will make its long vowel sound (*bē*, /b/ /ē/).



LEARN

Phonics Focus Skill: Floss Rule

- ▶ Teach the Floss Rule. Reinforce the Floss Rule with the keyword for each grapheme, a review, and finger writing.

Say: **Let's learn a new phonics rule. Let's start with something we already know. We know that *f* spells /f/, *l* spells /l/, *s* spells /s/, and *z* spells /z/. When we hear these sounds after a short vowel sound, we double them up. This is called the Floss Rule. The Floss Rule applies to one-syllable words that have a short vowel followed by the sounds /f/, /l/, /s/, and sometimes /z/. In words with the Floss Rule, the final sound is spelled with a double consonant.**

Point to the visual on the slide for the grapheme *ff*. **Our keyword for the /f/ sound spelled with the grapheme *ff* is *cliff*. *Cliff* ends with the double consonant *ff*. Say it with me: /f/, *cliff*, *ff*.**

Use your finger to write the grapheme that applies to the Floss Rule and say the sound with me: /f/. Motion *ff*. Have children air write with their finger and say the sound. Repeat the finger writing.

- ▶ Repeat the process with the slides for graphemes *ll* /l/ (*bell*), *ss* /s/ (*grass*), and *zz* /z/ (*buzz*).

Tricky exceptions can be words such as *gas* and *gel* that are derivatives of the longer words *gasoline* and *gelatin*.

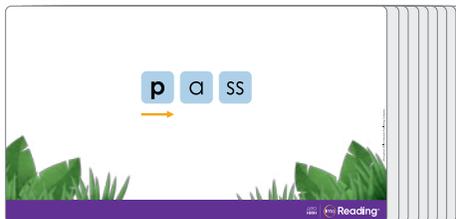
MULTILINGUAL LEARNERS

Facilitate Language Connections

ALL LEVELS Speakers of Chinese languages may add a vowel sound after a final consonant sound. Target challenging sounds and play the Articulation Video for each one. Provide modeling and help children practice isolating the final sound in words such as *tell*, *boss*, *puff*, and *fuzz*.



Articulation Videos: /f/, /l/, /s/, /z/



PRACTICE Continuous Blending

- ▶ Have children practice blending words that use the Floss Rule. Use the arrow on each slide while sliding your finger to show children the sounds. As needed, stretch the sounds for extra support (example: *buuuuuzz*).

- ▶ Show the slides *pass*, *pass*, and *pass* to blend the sounds.

IDO Say: **Let's blend the sounds together to read the word. I'll do the first one. The first letter is p, /p/.**

The next letter is a, /ă/. Now I'll blend the two sounds: /p/ /ă/.

The next grapheme is ss, /s/. Now I'll blend all three sounds to read the word: /p/ /ă/ /s/, *pass*.

WE DO Show the next slide(s). Say: **Let's do it together. Let's name the first letter: b. Let's say the sound: /b/. Let's name the next letter: u. Let's say the sound: /ŭ/. Now let's blend the two sounds: /b/ /ŭ/. Let's name the last grapheme: zz. Let's say the sound: /z/. Now let's blend all three sounds to read the word: /b/ /ŭ/ /z/, *buzz*. We read the word *buzz*.**

YOU DO Show the next slide(s). Say: **Your turn.** Repeat the steps with children using the word *fill*, /f/ /ī/ /l/. Have children respond orally to blend the word as you listen.

- ▶ Repeat the process with the slides for the words *jazz*, *off*, *will*, *cuff*, *boss*, *fuzz*, and *mess*.



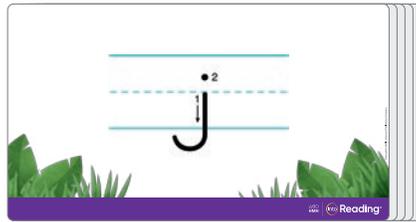
Blending: Continuous Routine

Explain to children that when there is only one vowel and it is followed by a consonant, the vowel usually stands for its short sound.

Correct & Redirect

If a child reads *fill* as *fīl-l*, point to the *ll* spelling on the slide. Remind them that double consonants at the end of a word stand for just one consonant sound.

- ▶ **Celebrate** Have children take a quick brain and body break.



PRACTICE

Handwriting: Manuscript *j, l, k, z, y*

▶ Have children practice the formation of the letters in this lesson. Model and practice with finger writing, and then have children practice writing. As time allows, review any previously taught letters. For each letter, say:

j 1. Start in the middle. Pull down straight past the bottom and curve up left.
2. Lift and dot.

l 1. Start at the top. Pull down straight.

k 1. Start at the top. Pull down straight.
2. Lift to the middle. Slant left.
3. Slant right.

z 1. Start in the middle. Slide right.
2. Slant left.
3. Slide right.

y 1. Start in the middle. Slant right.
2. Lift to the middle. Slant left past the bottom.

Correct & Redirect

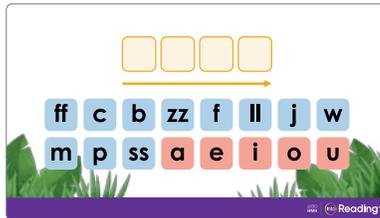
Pencil Grip Children should hold a pencil with their thumb and first two fingers. If children struggle with pencil grip, have them hold a cotton ball or wadded-up paper towel between their last two fingers and palm. For children who demonstrate a full hand grip, a golf pencil can be used to help with pencil placement between the thumb and first two fingers.



Write and Reveal Routine



Handwriting Models: Manuscript (*j, l, k, z, y*)



PRACTICE

Spelling: Word Building

▶ Have children manipulate graphemes to build words that use the Floss Rule as you model manipulating the sounds and tiles on the slide. Reset the letter tiles after you spell each word.

▶ Say: **Let's build words. Listen closely to each sound. Then we will build a word.**

IDO Say: I'll build the first word: *off*. The first sound is /*ō*/. The letter *o* makes the /*ō*/ sound. Move the *o* letter tile into the first box.

The last sound in *off* is /*f*/. Since the /*f*/ sound follows a short vowel sound in a single syllable word, we know that we need to use the double consonant *ff*. The grapheme *ff* makes the /*f*/ sound. Move the *ff* grapheme tile into the next box.

Offer children grapheme cards to move along with you as you move the digital grapheme tiles into the proper boxes.

For additional practice, have children write and spell the words with pencil and paper.

Spelling: Word Building, continued

Now I'll blend all the sounds together: /o/ /f/, *off*.

WE DO Reset the letters. Say: **Let's build another word: cuff.** Let's say the first sound in *cuff*: /k/. Let's name the letter that makes the /k/ sound: *c*. Move the *c* tile.

Let's say the middle sound in *cuff*: /ü/. Let's name the letter that makes the /ü/ sound: *u*. Move the *u* letter tile.

Let's blend them together: /k/ /ü/. Let's say the last sound in *cuff*: /f/. Let's name the grapheme that makes the /f/ sound: *ff*. Move the *ff* grapheme tile.

Let's blend all the sounds together: /k/ /ü/ /f/, *cuff*.

YOU DO Reset the letters. Say: **Now, you build the word buzz.** What is the first sound in *buzz*? (/b/) What letter makes the /b/ sound? (*b*) Move the *b* letter tile.

What is the middle sound in *buzz*? (/ü/) What letter makes the /ü/ sound? (*u*) Move the *u* letter tile.

Blend them together. (/b/ /ü/) What is the last sound in *buzz*? (/z/) What grapheme makes the /z/ sound? (*zz*) Move the *zz* grapheme tile.

Blend all the sounds together. (/b/ /ü/ /z/, *buzz*)

Repeat the process for the words *fill*, *jazz*, *will*, *mill*, *fuzz*, *pass*, and *mess*.

	Letter and Grapheme Cards
	Blending Board

► **Celebrate** Have children take a quick brain and body break.



PRACTICE Irregular Words

► Have children practice reading and spelling irregular words. Have them finger write and then use a pencil and paper or a dry-erase board.

Say: **Let's practice new words. These words follow a spelling rule we have not learned yet. For now, we will learn parts of these words by heart. We call these temporary heart words. We can talk about the rule and spellings.**

Correct & Redirect

If children misspell a word, give immediate feedback. Use the Sound/Spelling Cards to provide explicit instruction with each sound as you work through building words.

If children have difficulty knowing when to use the letter *c* or *k* when they hear the /k/ sound, tell children that the letter *k* takes the vowels *i* and *e* (*kiss*, *kept*), while the letter *c* takes the other three vowels (*cat*, *cuff*, *cop*).

MULTILINGUAL LEARNERS

Facilitate Language Connections

ALL LEVELS Make sure children understand the meanings of the words. Work with children to ask and answer questions, such as the following. Encourage them to add explanations for their answers, as they are able.

Is fuzz usually hard or soft?

Where can you find a cuff?

Which animal makes a buzz sound, a bee or a cat?

Children can write these words on individual note cards and store for later use to allow for additional practice of reading and spelling these words.

Correct & Redirect

If introducing a new or unfamiliar word, introduce the word in context. Before breaking down the word into individual phonemes, say the word aloud and use it in a sentence.

Irregular Words, continued

- ▶ Show the slide *my*. * **Let's say the word and tap the sounds: *my*, /m/ /ī/. We know how to spell the first sound: *m* spells /m/. The last sound is the tricky part that we need to remember by heart. In the word *my*, the /ī/ sound is spelled with the letter *y*.** Have children practice air writing each letter as you say each sound: /m/ /ī/.

Now you write the word. Say each sound as you write the word *my*. Did you spell it correctly? Show me your word.

Repeat the process with the following heart words, showing each slide.

- ▶ *by*, /b/ /ī/*
- ▶ *why*, /wh/ /ī/*



Heart Words Routine

Remind children that when two or more letters make one sound, the letter combination appears in one box.

*The words *my*, *by*, and *why* are **temporary heart words** if children have not learned *y* as long *i*. The letter *y* as long *i* is taught in Module 8, Lesson 7.



PRACTICE

Decodable Text

- ▶ Distribute the printable Decodable Text: “Up the Hill.” Have children practice reading the Decodable Text (sentences with the Floss Rule) with the sounds and letters they know.

IDO Show the first slide. Say: **Let's read words with the Floss Rule in sentences.** Point to the words and slide as you decode. **I can slide under each word to read the sentence. *Bess and Nell love to jog.***

WE DO Say: **Let's do it together. Let's read the second sentence as I slide under the words.** As needed, review decoding all the words, and then read aloud the sentence together. ***They will jog up a big hill.***

YOU DO Show the next slide. Say: **Your turn. I'll point as you sound out each word and read the sentences.** Point and slide as children decode the words and sentences.

For additional practice with the Floss Rule, have children continue reading “Up the Hill” during Small Group.



Decodable Text Routine



Decodable Text

To model and facilitate decoding, use the sounding-out process as follows. Point to the letters as you say each sound. Slide your finger under words, phrases, and sentences as you blend and read.

Point out that *Bess* and *Nell* are names, so they are capitalized. *Bess* is also the first word of a sentence. A complete sentence ends with a period.

Decodable Text: “Up the Hill”

Bess and Nell love to jog.

They will jog up a big hill.

Bess and Nell pass kids on the hill.

They huff and puff till they get to the top.

“We did it!” they yell.

- ▶ **Celebrate** Have children celebrate their accomplishments in this lesson.

Small Group Instruction

Use a gradual release model in small groups to have children practice foundational skills in these activities.

Phonics Focus: Floss Rule

For children who need continued practice with the Floss Rule, distribute the Decodable Text printable and guide children to highlight the words with consonant doubles *ff*, *ll*, *ss*, and *zz*.

Say: **What sound does the *ff* stand for in these words? (/f/)** Let's sound out each word that you highlighted together. Repeat for graphemes *ll*, *ss*, and *zz*.

Irregular Words

To provide additional practice with irregular words, children can underline the irregular words and mark the heart part. Have children self-correct their markings as you review each word.

Say: **What parts of this heart word do you need to remember by heart? Which parts can you sound out?**

Differentiate Foundational Skills

MULTILINGUAL LEARNERS

For children who need additional support, use the following Foundational Skills and Word Study Studio Sessions:

- 33: Phonological Awareness: Blend Syllables
- 39: Phonological Awareness: Blend Onset and Rime
- 143: Phonics: Words with Double Final Consonants

Correct & Redirect

If a child is having trouble with the following skills while reading, use these steps.

- Repeating a double consonant sound: Use the Anchor Chart: The Floss Rule to reinforce that these double consonants stand for only one sound.
- Reading a word: Help the child say each sound and then blend the sounds to say the word.

Once children read and say words with confidence, ask them to reread a phrase or sentence in order to hear words in context and pronounced correctly.



Heart Words Routine



Decodable Text

Concepts of Print

Model identifying letters, words, and sentences of a text. Have children demonstrate their understanding of print concepts using the Decodable Text printable or another familiar text. Have children do the following:

- point to letters
- use their fingers to frame words and sentences
- identify the spacing between letters in a word
- point out spacing between words in a sentence

Multisensory Practice

To practice letter formation, have children write the letters *j*, *l*, *k*, *z*, and *y* in shaving cream or on sandpaper, or use magnetic letters to build words.

Differentiation with Texts

In groups or independently, use the following Start Right Reader to practice and reinforce decoding and other foundational skills, as children are able. Note that some words may or may not be decodable to all children, depending on skill exposure.



- *Vets Get Pets Well*



Start Right Reader