

Name \_\_\_\_\_

Date \_\_\_\_\_

## Segmenting and Blending with Word Families

### Kindergarten English Lesson

#### Materials:

- White Board, Chalkboard and Alphabet Flashcards
- Worksheets attached

#### Introduction: (less than 5 minutes)

- Repeat the following rhyme and hand motions with the students to get them in their seats and settled down.

Verse	Hand Motions
Raise you eyes to the sky	<i>lift head up and look towards the sky</i>
Touch the sky with lots of pride	<i>raise arms to the sky</i>
Twirl around to see me please	<i>turn in a circle</i>
Bend your knees and get down please	<i>sit down on floor or at desk</i>

#### Sound Review: (5 - 10 minutes)

- (1) Write the letters; A, B, C, F, H, R, S and T on the board. Ask the students to tell you the name of each letter and if they can tell you any of the sounds the letters on the board make.
- (2) Review the letter sounds with the students using steps 3 - 4. Below is an example of the sounds the letters make for referencing purposes.

Letter	Sound
A	<i>A says /a/ like ant</i>
B	<i>B says /b/ like bear</i>
C	<i>C says /k/ like cat</i>
F	<i>F says /f/ like frog</i>
H	<i>H says /h/ like hat</i>
R	<i>R says /r/ like rat</i>
S	<i>S says /s/ like seal</i>
T	<i>T says /t/ like tiger</i>

- (3) Begin by saying,
  - a. "Students now that we have learned the letter A, we are going to learn the sound the letter A makes."
  - b. "Now, what is the name of this letter? (Point to letter)." Together say, "A."
  - c. "Great, the letter A makes the /a/ sound like ant. Can you say this sound with me?"
  - d. Together say, "/a/" "Great, the letter A makes the /a/ sound. Tell me again, without my help, what sound does the letter A make?"
  - e. Students say, "/a/" (If students struggle help them with this.)
  - f. "Wonderful, the letter A makes the /a/ sound like ant. Now say the letter A sound with me three times."

### Segmenting and Blending with Word Families (Cont'd)

- g. Together say, “/a/, /a/, /a/.” Teacher say, “Excellent, now say the sound on your own.”
  - h. Students say, “/a/, /a/, /a/.”
  - i. “One more time what is the name of this letter? (Point to the letter A)” Wait for responses.
  - j. “Yes, it is the letter A. What sound does it make?”
  - k. Students will say, “/a/.” or “/a/, /a/, /a/.”
- (4) Repeat steps 1-3 with remaining letters. This is a review and students should have a basic understanding of this concept before moving on to the next section.

#### Segmenting and Blending Instruction: (10-20 minutes)

- (1) Write the words ‘CAT,’ ‘HAT,’ ‘BAT,’ ‘RAT’ and ‘FAT’ on the board.
- (2) Tell the students that they will be breaking up the words to help read and spell words.
- (3) Use the following dialogue and hand motions below to complete this concept.
- (4) Begin by saying,
  - a. “Ok, students this is the word ‘CAT.’ To help break up and read the word ‘CAT’ I am going to show you a special trick.”
  - b. “Everyone stand up and hold their hands in two fists at their chest. As I say the beginning sound /k/ raise we will raise are right arm until it is fully extended and leave it there. Then when I say the second sound /-at/ we will do the same thing with the other hand. Lastly, we will bring both hands down at the same time when we say the whole word together ‘CAT.’ Now let us try together.”
  - c. Say, “/k/.” (Raise your right arm as you say the sound.)
  - d. Say, “/-at/.” (Raise your left arm as you say the sound.)
  - e. Say, “CAT.” (Bring both arms back to the chest.)
  - f. “Great job class. Now try this on you own.” (Watch students try this as a class. Correct any errors.)
- (5) Then have a couple students come up and lead the class.
- (6) Repeat with remaining words.

#### Guided Practice: (5-10 minutes)

- (1) Write the words ‘CAT,’ ‘FAT,’ ‘RAT,’ ‘BAT’ and ‘HAT’ on the board. Say each word with the students.
- (2) Have students stand up and as you say the sound /k/ in the word ‘CAT’ have them jump to the right. Then as you say the sound /-at/ in the word ‘CAT’ have the students jump again to the right. Lastly, have the students jump to the right a third time as you say the word ‘CAT’ together.
- (3) Repeat with the remaining words and have students say the sounds of the word with you.
- (4) You may have students lead and demonstrate concept to the class as well.
- (5) Repeat with all words until mastery is achieved.

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## Segmenting and Blending with Word Families (Cont'd)

### Independent Practice: (10 minutes)

(1) Complete attached worksheet individually or as a group. Follow directions on worksheet.

### Lesson Notes:

- The lesson is designed to be interchangeable with various cVc words and word families.
- Depending on the students, you may increase or decrease the amount of letters taught at one time. Also, times listed in each portion of the lesson are arbitrary. Some portion may take longer than others and vice versa.

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### Segmenting and Blending with Word Families Questions

**Directions:** The words below are all broken up! Help get the words back together draw a line from a beginning sound to an ending sound. After all the words are back together, read them aloud with your teacher.

C B    R    F    S    H

\_\_\_at

\_\_\_at

\_\_\_at

\_\_\_at

\_\_\_at

\_\_\_at

Name \_\_\_\_\_

Date \_\_\_\_\_

### Segmenting and Blending with Word Families Questions (Cont'd)

**Directions:** The words below are missing their ending sound! Help put the words back together by writing in the ending sound on the line below. Remember the ending sound is /-AT/.

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c \_\_\_\_\_

h \_\_\_\_\_

r \_\_\_\_\_

f \_\_\_\_\_

b \_\_\_\_\_

s \_\_\_\_\_