Blending

Have the students blend the words and sentences that appear below. For a complete discussion of blending, see the Appendix on page 16.

About the Words and Sentences

**Line 1:** Blend the words, syllable by syllable, with the /a/ sound at the end of the first syllable; for example, A—pril, April. After students have blended the words in Line 1, ask what they notice about the words. Point out that all the words have two syllables and that the /a/ sound occurs at the end of a syllable. Tell them that the long a sound is spelled a. When blending staple, write le as a unit. Have the students clap the syllables for each word. Have students point out additional words that have the long a sound.

**Lines 2–3:** Build the word late as follows: Write the letter l and ask the students what sound it makes. Then write a_e and blend through the vowel: /l/—/a/, la. Then write t in the blank and have the students say the /t/ sound. Blend the whole word. Repeat the process with the other words in Lines 2 and 3. It is important to write the spelling a_e as a unit to signal the students to give the /a/ sound.

**Line 4:** Contrast the short a and the long a spelling patterns. Again, write a_e as a unit before having students give the sound. Point out that the letter e makes the vowel say its long sound. Give some other examples such as can, cane; cap, cape; at, ate.

**Sentences 1–3:** Write the sentences. Have the students blend the words and read the sentences several times to build fluency.

**Sentence 2:** Teach the high-frequency word together to the students. Remind them that there are some words for which they will not be able to blend the sounds because the spellings don’t make regular sounds. Write the word together on the board, and ask the students if anyone recognizes it. If so, have them say the word and use it in a sentence. If not, read the word together for the students, have them repeat it, spell it together, and say it again. Then have volunteers use the word in sentences. Write the word together on an index card and put it in the High-Frequency Word Bank.