

Initial Consonant Blends with /

ABOUT THIS LESSON

Primary Phonics Skill Objectives

- Decode and encode words with initial consonant /-blends.
- Read words with /-blends in connected text.

Secondary Phonics Skill: trigraph *-tch*

Phonemic Awareness Skill: isolate phonemes in words with initial consonant blends

Comprehension Focus: describe events in a story

Additional Materials

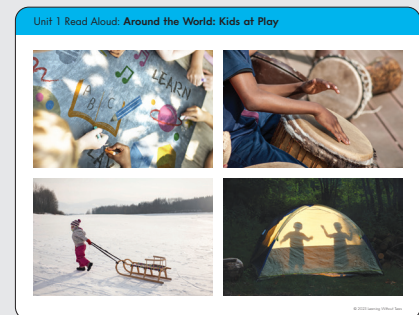
- Letter Tiles: *a, b, c, ck, e, f, g, i, l, m, n, o, p, s, t, u*
- copies of Word Web downloaded from Program Resources (or blank paper)
- pictures for following words: *black, cliff, fluff*

UNIT 1

Use the Read Aloud Card to review the unit theme, vocabulary, and phonics skill category. Use the Formative Assessment Card for more responsive support.

Theme: Around the World: Kids at Play

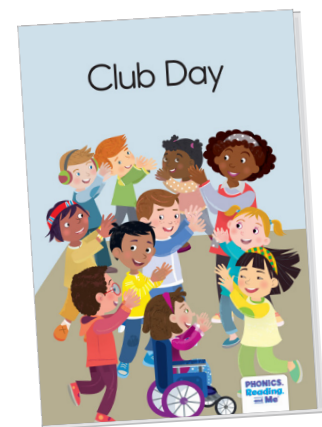
Skills Category: Consonant Blends



ABOUT THIS TEXT SET

Knowledge Building: In the nonfiction texts, children learn about activities kids around the world participate in, specifically about clubs kids can join at school. They learn vocabulary words such as **club, flag, and plan.**

Figuring Out Feelings: In the fiction texts, children explore habits of Belonging and Problem Solving.



Text Set	STUDENT BOOK (print and digital)	SCREENER DIGITAL TEXT	SHORT DIGITAL TEXT	MEDIUM DIGITAL TEXT	LONG DIGITAL TEXT
Title	<i>Club Day</i>	<i>The Cluck Club</i>	<i>The Flag Club</i>	<i>The Clog Club</i>	<i>The Flip Flop Club</i>
Text Type	fiction; realistic fiction	nonfiction; social studies informational	fiction; realistic fiction	nonfiction; social studies informational	fiction; animal fantasy
Preview	Everyone is in a club except for Clem. How does Clem join the fun?	Some kids are in chicken clubs. They learn about how to feed and care for chickens.	Lin and Plum are friends. Together, they make their own flag club.	Some people like to dance in clogs. They form clog clubs and dance together.	A group of goofy bunnies hop, flip, and flop. They form the Flip Flop Club!

Before Reading (3–5 minutes)

Warm Up with Phonemic Awareness

Isolate Phonemes: Say each word. Prompt children to say the first (only one phoneme), last, or middle sound in the word.

Initial sound	flag: /f/	clip: /k/
Final sound	glass: /s/	club: /b/
Medial sound	flip: /ɪ/	plug: /ʊ/

Introduce Phonics Skill: Initial Consonant Blends with /

- Write the word *club* on the board. Underline the letters *c* and *l*. **Say:** Some consonant sounds blend together, like the /k/ and /l/ sounds at the beginning of the word *club*. Say *club* and listen to the blended sounds at the beginning of the word.
- Write the words *flip* and *plus*. Guide children to blend the sounds as you underline the initial /blend, and then blend all the sounds together to say each word.

club flip plus

IF NEEDED

Blending Support

For groups who need it, provide extra practice in blending words with /-blends. Start with a word without a blend. Write *lip*. Guide children to smoothly blend the word, stretching continuous sounds, as you run your finger under the word (e.g., /lll/ /lll/ /p/, /lip). Add *f* to make the word *flip*: /fff/ /lll/ /lll/ /p/, /flip. Repeat with these word pairs: *lot/plot*; *lap/clap*, *lock/block*.

Prepare to Read

Review words, concepts, and other text complexities of the book to anticipate children's challenges. Consider the oral language proficiency, background knowledge, and decoding skills of each small group.

WORDS TO WATCH IN THE STUDENT BOOK

Primary Skill Words	<i>club, class, plus, clap, clip, Bliss, Fluff, Black, Cliff, flip, Clem</i>
Secondary Skill Words	<i>patch, catch</i>
High-Frequency Words	Regular: <i>it, is, in, this, we, can, not, a, but, with, has</i> Irregular: <i>the, they, and, for, all</i>
Story Words (not decodable)	<i>day, quilt, sports</i>
Knowledge Building Words	club: a group of people who do the same activity or sport together

IF NEEDED

Articulation Support

Consonant /blends are comprised of two separate sounds. If children have difficulty producing the sound /l/, guide them to relax their lips apart. The tip of the tongue should touch the back of the top front teeth as air pushes through.

WHAT MAKES THE STUDENT BOOK RICH

Get to know the book so you're ready to support children when they need it.

BACKGROUND KNOWLEDGE	LANGUAGE	PRINT AND TEXT STRUCTURE
<ul style="list-style-type: none"> People who do the same activity or sport together can be part of a club. Some schools have a day to learn about different clubs. Many schools and community centers have clubs as after-school programs. Clubs can bring together people with similar interests, regardless of their background, including disabilities. 	<ul style="list-style-type: none"> <i>Club</i> is a multiple-meaning word. It can mean a group, a suit in playing cards, and a weapon. A <i>quilt</i> is a blanket made of small pieces of cloth sewn together. <i>Clip</i> can mean to cut something. <i>Patch</i> can mean putting pieces together. <i>Pet</i> can be the action of touching an animal. It is also a noun: "my pet cat." 	<ul style="list-style-type: none"> Quotation marks tell a reader a character is talking. In this book, names of clubs are capitalized to indicate that each is specific, such as <i>Math Club</i>. Names for clubs and pet animals appear on pages outside of the body text, as part of the artwork, such as <i>Club Day</i> on p. 1 and <i>Fluff</i> on p. 6.

During Reading (8–10 minutes)

Read *Club Day* twice during a teacher-led group. Vary the amount of support you give, including the reading mode and guiding prompts. Pause on occasion to think aloud or ask questions focused first on the skill and also for monitoring comprehension. Use prompts as a model. **Introduce the text:** *The characters in this story do activities in different kinds of clubs. What kinds of clubs are there?*

First Read

	Below Level	On Level	Above Level
Mode	Echo Read	Choral Read	Partner Read
Set the Purpose	Listen to me read. Then echo me. Let's watch for and say the words that begin with <i>h</i> blends.	As we read together, look for and say words that begin with <i>h</i> blends.	Take turns reading a page with your partner. After you read each page, point to words with <i>h</i> blends.
Skills Prompts	<p>p. 1 Which words begin with /k//l/? (Club, class)</p> <p>p. 7 Point to and count the <i>h</i>blend words that begin with capital letters. (four)</p> <p>p. 11 Clap quietly each time we read the word <i>clap</i>.</p>	<p>p. 2 Which words have <i>h</i>blends? (Club, plus)</p> <p>p. 7 Which words begin with the blend /b//l/? (Bliss, Black)</p> <p>p. 11 How many words begin with the blend /k//l/? (six)</p>	<p>p. 3 Use the exclamation point as a cue to read with excitement: <i>We like math club!</i></p> <p>p. 7 Which words have <i>h</i>blends? (Club, Bliss, Fluff, Black)</p> <p>p. 10 Which word with an <i>h</i>blend is the boy's name? (Clem)</p>

Check for Comprehension: *Who is not in a club?* (Clem)

Second Read

	Below Level	On Level	Above Level
Mode	Cloze Read	Partner Read	Whisper Read
Set the Purpose	Guide children to read along with you. Stop reading and have children read aloud words with <i>h</i> blends.	Have partners take turns reading each page. Invite them to repeat the <i>h</i> blend words.	Listen and prompt children as you observe their reading of <i>h</i> blend words.
Skills Prompts	<p>p. 2 They add ten ___ six. What's missing? (plus)</p> <p>p. 9 Which word with the blend /f//l/ describes what Cliff is doing? (flip)</p> <p>p. 16 Which word did you read four times? (clap)</p>	<p>p. 5 Two words have <i>c</i> next to another consonant. Which has an <i>h</i>blend? (clip) Which has a /ch/ sound? (patch)</p> <p>p. 9 Which word tells us what Cliff is doing? (flip)</p> <p>p. 12 Which words begin with /k//l/? (Clem, Club, clap)</p>	<p>p. 2 What are the two <i>h</i>blends on this page? (<i>cl</i> and <i>pl</i>)</p> <p>p. 5 How are the words <i>clip</i> and <i>patch</i> different? (<i>h</i>blend and <i>t-c-h</i> together for /ch/)</p> <p>p. 9 Which word has a silent letter? (<i>t</i> in <i>catch</i>)</p>

Check for Comprehension: *What problem does Clem have?* (Clem was not in a club like everyone else.)

IF NEEDED

Decoding Support

If a child is not yet able to decode words with initial *h*blends:

- Focus child's attention on the importance of each letter in a word using contrast words. Prompt child to read a CVC word. Then add a letter to the beginning and guide the child to read the word with the blend. Examples: lap/flap, lock/block.
- Model smooth blending, such as /fff/ /lll/ /lll/ /p/, *flip*.
- Model onset-rime blending, such as /k/ /l/-ub, *club*.

IF NEEDED

Multilingual Learner Support

The Spanish language includes the blends *fl*, *gl*, *cl*, *bl* (such as *flor*, *globo*, *clave*, *blusa*). Call on this knowledge as you teach English words with *h*blends.

After Reading (4–6 minutes)

Review the Phonics Skill: /-Blends

Say: Remember, we can read words that begin with /-blends.

- Go back to a few pages of the book and point to /blend words. Prompt children to identify the beginning blend and then say the word.
- Have children work with a partner to find words with /-blends on one or two pages in the book. Ask them to share the words they find.

Reflect on the Book

Talk about the meaning of the story. Discuss the questions in the back of the Student Book. Continue the conversation.

Ask:

- How does Clem solve his problem? (He makes a new clap club.)
- Why do you think Kim and Cliff chose to be in the Sports Club? (They enjoy doing sports.)
- What do you think the other children thought about Clem's Club? How do you know? (Possible answers: They liked the club; they thought it was fun; because everyone joined in.)

Prepare for Practice

- Prepare the small group to work on digital learning, reread, or practice.
- See p. 48 of the Program Guide for implementation options and classroom management ideas.

FIGURING OUT FEELINGS

- Review the habit of Belonging. See p. 36 of the Program Guide for the definition.
- Discuss the Figuring Out Feelings questions in the back of the Student Book. Then, continue the conversation.
- Have children look at illustrations on pp. 10 and 16 to compare how they think Clem felt on each page. **Ask:** How have Clem's feelings changed? Why have they changed? (Clem was sad because he was not part of a club like the others. He is happy at the end because the kids have joined his new clap club.)
- Talk about how we all like to feel we belong, but sometimes we feel left out. **Ask:** What would you have done if you were Clem? (Possible answers: started a new club or asked to join one of the clubs.)

IF NEEDED

Multilingual Learner Support

Some sentences in the book do not have a direct object. Examples: *Jed can clip. Meg can patch. Kim can catch.* Support children by prompting them to use picture clues to clarify meaning, such as: *What can Jed clip?*

Progress Monitoring

Give children time to practice (per the next pages). Then, see how well they learned initial /-blends.

Spelling Quick Skills Check: Dictate words with initial /-blends and have children write them on double-lined paper: *flop, club, plug, glad*. If needed, support children by segmenting the words, stretching continuous sounds (e.g., /fff/, /lll/) or bouncing stop sounds (e.g., /p/, /b/, /g/) For challenge, use sentences: *The flag is cloth. Pick the plum.* See p. 56 of the Program Guide for more spelling dictation as children use p. 57 of the Reading Response Journal.

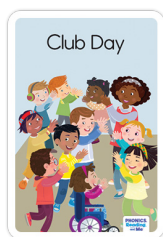
Multimodal Practice

Choose which additional forms of practice meet the needs of individual children. Model for children and guide them to work independently, with a partner, or in a group.



Digital Learning: Go to prm-educator.lwtears.com

Personalized Student Practice: supporting consonant blends with /



Student Book

Read the eBook with children as a model. Children can also reread.



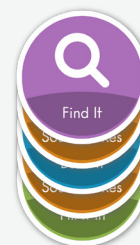
Digital Texts



A speech-enabled oral reading screener sets children on a personalized practice path.



Audio supports and sound-out models provide scaffolds, as needed, while children read.



Skills Activities

Gamified activities support or stretch the lesson skill based on children's needs.

Familiar Reading



Below Level	On Level	Above Level
<p>Children can find and circle the words with initial /blends in the mini book version of <i>Club Day</i>. Have them compare their words with a partner and read them together.</p> <p>Children can also echo or choral read the mini book with a fluent reader.</p>	<p>Children can read the mini book version of <i>Club Day</i> with a partner, alternating pages to read or listen to. As they listen, they can circle words each time they hear their partner read an /blend word. At the end of the book, they can compare their word lists.</p>	<p>Children can read the mini book version of <i>Club Day</i> independently (whisper read) or with a partner.</p> <p>Also pair them with children who need more support and have them read aloud or chorally as an opportunity to improve their fluency.</p>



Word Depth

Draw a web on the board and have children draw their own on paper or print copies of a Word Web from the Program Resources in the Teacher Digital Tool. Look online or have in hand pictures that convey *black*, *cliff*, and *fluff*.

Below Level	On Level	Above Level
<p>Write and say <i>names</i> for children to copy in the center of the web. Have pairs add and talk about names from the book that also have other meanings, such as <i>Black</i>, <i>Cliff</i>, <i>Fluff</i>. Show pictures for support to explain the other meanings of each.</p>	<p>Have pairs write <i>club</i> in the center of the web and discuss different meanings of the word. In outer branches, children can write words or phrases for such things as <i>groups</i>, <i>playing card suit</i>, and <i>kinds of sports teams</i>. Partners can discuss examples of each.</p>	<p>Have each child write <i>club</i> in the center of the web. Have them add meanings of the word to outer branches, followed by a sentence that describes each. For example: <i>a club team: Top players join to play against other good teams.</i></p>



Responsive Writing

Turn to pp. 4–5 of the Reading Response Journal. Review directions with children.

Page Number	Below Level	On Level	Above Level
p. 4	Partner children to read the words in the word bank. Then, have children draw what they see in their classroom. Encourage them to include things with names that begin with an <i>l</i> -blend. Have children use the word bank for support in labeling their picture.	Have children draw what they see in their classroom. Encourage them to include things with names that begin with an <i>l</i> -blend. Then, have them write a sentence describing their picture of the classroom using words from the word bank.	Have children draw what they see in their classroom. Encourage them to include things with names that begin with an <i>l</i> -blend. Then, have them write a few sentences describing their classroom. Provide double-lined paper, as needed.
p. 5	Have children listen to or read the digital text <i>The Flag Club</i> . Partner children to practice retelling the story. Have children write a phrase or sentence about each picture that retells the story.	Have children revisit the digital text <i>The Flag Club</i> and retell the story to a partner. Then, have children individually write one or two sentences about each picture that retell the story.	Have children revisit the digital text <i>The Flag Club</i> , if needed. Then, have children write sentences about what happened in the story, using the pictures as prompts.

Draw and Write
Words with *l*-Blends

Look around your classroom. Draw some things you see. Use the word bank for ideas.

flag clock rug
plug blocks pen

Sample answer: drawing of a classroom with a flag on the wall

Write about your picture. Use at least one *l*-blend word from above.
Sample answer:
The flag is up.

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Write About Events
The Flag Club

Write about what happens at the beginning of the story.

Sample answer:
Lin and Plum make a flag club.

Write about what happens at the end of the story.

Sample answer:
Lin and Plum make a lot of flags. They are glad.

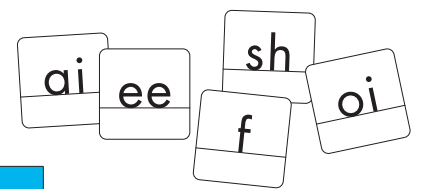
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IF NEEDED Multilingual Learner Support

Partner multilingual learners with different English language proficiencies but the same home language to work together on p. 5 in the Reading Response Journal. Have children revisit the digital text *The Flag Club* and practice retelling the story. Encourage children with low English proficiency to dictate their ideas for you to write as a starting point.

Phonics and Word Study

Provide pairs or triads of children with a Letter Tiles Bag, and direct them to build words, based on their decoding and encoding ability. Write words on a whiteboard or sheet of paper as models for children to follow as they build words.



Below Level	On Level	Above Level
Have children find and build <i>l</i> -blend words from the book <i>Club Day</i> .	Have children build <i>l</i> -blend words with the following Letter Tiles: <i>i, a, o, l, c, p, f, n, t, g</i> .	Have children build <i>l</i> -blend words with these Letter Tiles: <i>i, a, o, u, l, c, p, f, n, t, g, b</i> . Sample words: <i>flip, plan, flag, clot, plug</i>
Start with <i>cl</i> words: <i>club, class, clap, clip, Cliff, Clem</i>	Sample words: <i>clip, clap, flap, flat, plan, plot, flag</i>	Challenge children to build chains by changing the vowel letter, such as <i>flap, flip, flop</i> .
Then add <i>bl</i> and <i>fl</i> words: <i>Bliss, Black, Fluff, flip</i> .		

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