

S-Blends

sc, sk, sl, sm, sn, sp, st, and sw

Grades 2/3: Lesson 13

Objectives	Learning Statements
<ul style="list-style-type: none">Substitute vowel phonemes and blend four phonemes.Identify the S-blends, and produce their corresponding sounds in Slides.Decode and encode words that contain the S-blends.Read and spell the not-yet-decodable MCW <i>line</i>.Apply and transfer knowledge of the S-blends to text.	<ul style="list-style-type: none">I can substitute and blend sounds in words.I can say the sounds of the S-blends in Slides.I can read and spell words with the S-blends.I can read and spell the Most Common Word <i>line</i>.I can read Slides and words in sentences and connected text.

Part 1: Phonemic Awareness (5 min)

- Substitute: Vowel Phonemes
- Blend: Four Phonemes

Part 2: Phonics and Spelling (27 min)

- Review: Blends
- Instruction: S-Blends
 - Blends are two or three consonants that keep their own sound.
 - Syllable Type: Closed
- Guided Dictation
 - Decoding (**swim, stop**)
 - Encoding (**snip, scan, smug, *slen**)
 - Eraser Game
 - Spelling: Word Building (**swim, skim, skin, spin, span**)
- MCWs Instruction (**line**)
 - Sentence (**The kids stop at the line.**)

Part 3: Whole Class Transfer (8 min)

- Whole Class Transfer Card
- Decodable Passage (**challenge words: slow, finally, champ**)

Part 4: Extended Transfer

- Student Software Activities
- Student Transfer Book
 - Word Mapping (**slug, swim, scab**)
 - Decodable Text: *Dance!*

Part 1: Phonemic Awareness (5 min)

Warm-Up Tasks

Substitute: Vowel Phonemes

☰ We will change the middle sound in a word to make a new word. Listen to the word *big*. I can change /i/ to /ā/, and my new word is *bag*. Ready?

- Say *cap* (**cap**); change /ā/ to /ū/. (**cup**)
- Say *head* (**head**); change /ě/ to /ā/. (**had**)
- Say *log* (**log**); change /ō/ to /ā/. (**lag**)
- Say *pun* (**pun**); change /ū/ to /ī/. (**pine**)
- Say *sit* (**sit**); change /i/ to /ī/. (**site**)
- Say *wave* (**wave**); change /ā/ to /ē/. (**weave**)
- Say *leave* (**leave**); change /ē/ to /ū/. (**love**)
- Say *note* (**note**); change /ō/ to /ī/. (**night**)
- Say *yoke* (**yoke**); change /ō/ to /ā/. (**yak**)
- Say *bike* (**bike**); change /i/ to /ā/. (**bake**)

Blend: Four Phonemes

☰ I will say four sounds, and you will put them together to make a word.

- /l/ /ā/ /n/ /d/ (**land**)
- /k/ /ā/ /s/ /t/ (**cast**)
- /f/ /ā/ /n/ /z/ (**fans**)
- /sh/ /ā/ /f/ /t/ (**shaft**)
- /p/ /ā/ /n/ /t/ (**pant**)
- /t/ /ě/ /n/ /d/ (**tend**)
- /l/ /ī/ /f/ /t/ (**lift**)
- /v/ /ě/ /s/ /t/ (**vest**)
- /s/ /ě/ /n/ /t/ (**sent**)
- /w/ /ě/ /n/ /t/ (**went**)

☑ Observation Checkpoint: Record students needing additional support in the Student section of the tool.

Part 2: Phonics and Spelling (27 min)

Review: Blends

☰ We have learned to read and spell words with *L*-blends and *R*-blends. Turn and tell your partner what a blend is. (**A blend is two or three consonants standing together, and each consonant keeps its own sound.**) How do we mark a blend? (**with an arc**)

- Display the words.

I will show you words, and you will read each word together.

- broth (**broth**)
- graph (**graph**)
- cloth (**cloth**)
- trash (**trash**)
- clasp (**clasp**)
- drip (**drip**)
- plan (**plan**)

Hold this skill in your brain and bring it with you into today's lesson.

S-Blends: *sc, sk, sl, sm, sn, sp, st, and sw*

☰ Today, we are going to learn about S-blends.

A blend is two or three consonants standing together.

Each consonant keeps its own sound. Blends must be able to begin a word.

Blends with the consonant *s* are called S-blends.

There are eight S-blends.

- Display the S-blends.

Each S-blend is made by adding an *s* to another consonant. *S* is always the first letter in an S-blend.

Say the name of each S-blend with me. (**sc, sk, sl, sm, sn, sp, st, sw**)

Blends stay together in most words, so we mark them with an arc.

 **sc, sk, sl, sm, sn, sp, st, sw**


- Mark the blends.

Let's add a vowel to each blend to spell Slides.

 **sc, sk, sl, sm, sn, sp, st, sw**
 (Each letter in the blends has a small arc underneath it.)

- Display the Slides.

Read the Slides with me. (/skă/, /skī/, /slō/, /smū/, /snī/, /spă/, /stě/, /swō/)

 **sca, ski, slo, smu, sni, spa, ste, swo**
 (Each letter in the words has a small arc underneath it, and an arrow points from the start of the word to the end.)

You can hear the sounds of both consonants in the blend.

The *sc* and *sk* blends follow the C/K Spelling Rule. Remember, the rule tells us *k* takes *i* and *e*, and *c* takes the other three: *a*, *o*, *u*. You will use the *sc*-blend to spell words with vowels *a*, *o*, and *u*. You will use the *sk*-blend to spell words with the vowels *i* and *e*.

Watch as I spell the word *skip*.

- Display the blend.

This is the blend *sk*.

Watch as I add a vowel to the blend *sk* to make a Slide.

 **sk**

- Display the Slide.

I mark the blend with an arc and the Slide with an arrow.

 **ski**

- Mark the Slide.

The Slide is /ski/.

I write the Slide again and add a consonant to spell a word.

 **ski**
 (An arc is drawn under 'sk' and an arrow points from 's' to 'i'. There is also a small arc under the 'i'. There is a large 'SAMPLE' watermark over the page.)

- Display the word.

Now I mark the word. I move under the word from left to right.

I mark the blend *sk* with an arc.

 **skip**

- Mark the blend.

Then I mark the vowel *i* with an *x*.

 **skip**
 (An arc is drawn under 'sk' and an 'x' is written under the 'i'. There is also a small arc under the 'i'. There is a large 'SAMPLE' watermark over the page.)

- Mark the vowel *i*.

The word is *skip*.

She likes to *skip* barefoot in the grass outside.

Let's spell another word together.

 **skip**
 (An arc is drawn under 'sk' and an 'x' is written under the 'i'. There is also a small arc under the 'i'. There is a large 'SAMPLE' watermark over the page.)

- Display the blend.

Let's add a vowel to the blend *sp* to make a Slide.

 **sp**

- Display the Slide.

How do we mark the blend? **(with an arc)**

- Mark the blend.

How do we mark the Slide? **(with an arrow)**

- Mark the Slide.

Read the Slide. **(/spă/)**

We write the Slide again and add a consonant at the end to spell a word.

- Display the word.

What do we mark in this word as we move under the word from left to right?

(an arc under the blend and an x under the vowel)

- Mark the word.

Read the word twice. **(span, span)** The word is *span*.

The heatwave is supposed to *span* across the eastern U.S.



Guided Dictation

Get ready to practice reading and spelling words that follow our skill.

- Use the Dictation Procedure, standing when possible, with your hands near your mouth and the students' hands out to receive the word.

Dictation for Decoding

- For decoding, students will blend the sounds to read the words.

For this activity, I will spell a word. You will spell it back to me. Then you will write and mark the word on your board.

Markers down and hands out.

I will spell it first: *s-w-i-m*.

Give it back to me once. **(s-w-i-m)**

Now write it on your board as I spell it: *s-w-i-m*.

Mark it.

- Move around the room and provide corrective feedback.

Let's check your work. Boards up.

Point to the word. Read it twice. **(swim, swim)**


Do you like to *swim*?

Markers down and hands out.

I will spell it first: *s-t-o-p*.

Give it back to me once. **(s-t-o-p)**



 Now write it on your board as I spell it: *s-t-o-p*.
Mark it.

- Move around the room and provide corrective feedback.


Let's check your work. Boards up.

Point to the word. Read it twice. (**stop, stop**)

Drivers must *stop* at a red light.



Check for Understanding

 Get with your shoulder partner. Partner A will explain to Partner B how to mark the first word. Then switch, and Partner B will explain to Partner A how to mark the second word.

- Guide students in giving corrective feedback to their partners.

Dictation for Encoding

- For encoding, students will segment the sounds to spell the words and then blend the sounds to read the words.

 I am going to say a word with an S-blend. Remember that a blend has two sounds, and s spells the first sound in an S-blend.

I am going to say the word two times instead of spelling it. You will repeat the word two times. Then you will spell the word on your board and mark it.

Markers down and hands out.

The word is *snip, snip*.

Give it back to me. (**snip, snip**)

Now spell and mark *snip*.

- Move around the room and provide corrective feedback.

Let's check your work. Boards up.

Point to the word. Read it twice. (**snip, snip**)

Kaya uses scissors to *snip* the paper.

Markers down and hands out.

The word is *scan, scan*.

Give it back to me. (**scan, scan**)

Spell and mark *scan*.

- Move around the room and provide corrective feedback.

Let's check your work. Boards up.

Point to the word. Read it twice. (**scan, scan**)

Dad will *scan* the gym until he finds me.

Markers down and hands out.

The word is *smug, smug*.



☰ Give it back to me. **(smug, smug)**

Spell and mark *smug*.

- Move around the room and provide corrective feedback.

Let's check your work. Boards up.

Point to the word. Read it twice. **(smug, smug)**

Frank won the game, but he was not *smug*.

Markers down and hands out.

Now we will write a nonsense word: *slen, slen*.

Give it back to me. **(slen, slen)**

Spell and mark the nonsense word *slen*.

- Move around the room and provide corrective feedback.

Let's check your work. Boards up.

Point to the word. Read it twice. **(slen, slen)**

Slen is a nonsense word.



Eraser Game

☰ Point to the word that begins the same as the word *smell*. **(smug)**

Read it twice. **(smug, smug)** Erase it.

Point to the word that would say *can* if I were to take out the /s/ sound. **(scan)**

Read it twice. **(scan, scan)** Erase it.

Point to the word that rhymes with *flop*. **(stop)**

Read it twice. **(stop, stop)** Erase it.

Point to the word that is another word for *cut*. **(snip)**

Read it twice. **(snip, snip)** Erase it.

Point to the word with the same ending sound as the word *pan*. **(slen)**

Read it twice. **(slen, slen)** Erase it.

- ✓ Observation Checkpoint: Record students needing additional support in the Student section of the tool.

Spelling: Word Building

☰ Which word is still on the board? **(swim)**

We will use this word to spell new words. Write each new word under the previous word, and don't erase them until we are all done.

Change *swim* to *skim*. What did you change? **(w to k)**

Next, change *skim* to *skin*. What did you change? **(m to n)**

Next, change *skin* to *spin*. What did you change? **(k to p)**

Finally, change *spin* to *span*. What did you change? **(i to a)**

You did it! You changed *swim* to *span*.

 Let's read the words together. (**swim, skim, skin, spin, span**)

Now erase the words.

Most Common Words Instruction

 Let's learn to read and spell the Most Common Word *line*.

This word is not decodable yet, so we will learn what we need to read and spell the word.

Say the word *line*. (**line**)

Let's segment the sounds. (**/l/ /i/ /n/**)

How many sounds do you hear? (**three**)

- Display a line for each sound.

What is the first sound in *line*? (**/l/**)

Which letter spells that sound? (**l**)

- Display the letter *l*.

What is the next sound in the word *line*? (**/i/**)

The sound /i/ is spelled with the letter *i*.

- Display the letter *i*.

This is a new spelling. We circle the part we need to remember.

- Circle the spelling that is not decodable yet.

What is the last sound in *line*? (**/n/**)

Which letter spells that sound? (**n**)

- Display the letter *n*.

In the word *line*, there is one more letter at the end. It is the letter *e*. This *e* is silent, meaning there is no sound for *e* in the word.

- Display the letter *e*.

This is a new spelling. We circle the part we need to remember.

- Circle the new spelling.

Now it's your turn to spell the word.

The word is *line*, *line*.

Give it back to me. (**line, line**)

Spell the word *line*.

- Give students time to write the word.

Circle the new spellings you need to remember.

Let's check your work. Boards up.

Point to the word. Read it twice. (**line, line**)

The shoppers get in *line* to buy groceries.



- Great work! Practice spelling the word three times on your board.
Say the name of each letter as you spell the word. (**l-i-n-e, l-i-n-e, l-i-n-e**)

- Give students time to write the word.

We are ready to erase. Read each word before you erase it.

Dictation: Sentence

- Let's practice what we have learned today and write a sentence.
Listen to this sentence: *The kids stop at the line.*
Give it back to me. (**The kids stop at the line.**)
Let's count the words in the sentence. *The kids stop at the line.* (**six**)
Write it on your board as I say it: *The kids stop at the line.*

- Give students time to write the sentence. Repeat the sentence as needed.

Let's check your work. Boards up.

Let's read the sentence together. (**The kids stop at the line.**)

Turn to your partner and read the sentence again.

 The kids stop at the line.

Part 3: Whole Class Transfer (8 min)

Whole Class Transfer Card

- It is time to show what you know.
We will read our Whole Class Transfer Card together. I will point as we read. Ready?

Lesson 13: S-Blends: *sc, sk, sl, sm, sn, sp, st, and sw*

Words
step slab smog *swid

Review
slush broth clash

MCWs
line before much

Sentences
The slug slid in mud.
Scot has a scab on his skin.

Reading Horizons Discovery® Whole Class Transfer Card Published by Reading Horizons Copyright © 2023

Great reading! Let's read the last sentence again. (**Scot has a scab on his skin.**)

Have you ever had a scab? (**yes, no**)

Tell your partner about any time you have had a scab.

Extension Ideas

- Create a new sentence to tell what might happen next if this were a story.
- Read the sentence and use different punctuation at the end.
- Rephrase the sentence as a question.
- Turn to a partner and read the skill words.
- Choose a skill word and use it in a new sentence.

Whole Class Choral Read

 We will practice the skills we've learned to read a passage.

- The first and second reads are teacher-led.

Let's read our passage together as I point to each word. **(read)**

Read it again with feeling and expression. Make your reading voice like your speaking voice. **(read)**

- The third and fourth reads are student-led.

Now you will read it to me. Read together and with expression. **(read)**

For our last read, read with a partner. **(read)**

Decodable Passage

A slug can go up the stem.

A bug can go up the stem.

The bug sped up and got smug.

The slug was slow but did not stop.

The slug slid step by step.

He finally got to the top spot.

The slug is a champ!

- ✓ **Observation Checkpoint:** Record students needing additional support in the Student section of the tool.

Check for Understanding

 Today, we learned to spell and read words with S-blends.

What do we know about blends? **(They are two or three consonants that keep their own sound.)**

Let's check to see how you feel about using today's skill. Show me your 1, 2, or 3.

- 1: I need more practice.
- 2: I can do this by myself.
- 3: I can teach others how to use this.

Repeat after me: I can read words with S-blends. **(I can read words with S-blends.)**

Part 4: Extended Transfer

Differentiated Groups and Centers

- **Print Manual Users:** Refer to the Groups and Centers Routines in the Appendix of the first manual.
- **Digital Manual Users:** Refer to the Groups and Centers tab and scroll down to the Transfer Routine button to find more information on Support Routines, Practice Routines, and Enrichment Routines.
- **All Users:** Refer to the Summary Page of this lesson for answers to the mapping activity in the Student Transfer Book.

SAMPLE ONLY