

Decoding Fluency: Words Beginning with Continuous Sounds



Decoding

The purpose of this activity is for students to practice decoding VC and CVC words beginning with continuous sounds (e.g. /f/, /m/, /r/).

Prepare

- Print out one set of these [word cards Set A](#) and [Set B](#).
- Place cards facedown in a stack in front of you. Be sure that the first two cards are *if* and *Sam*. Be sure that all students can see the word on the card when you flip it over.

Warm-Up



We have been practicing reading whole words. Today, we're going to try to go through this stack of cards as fast as we can.

First, we are going to go through the words together. I'm not going to show you the word. I'm just going to say the sounds in the word, and you have to say the whole word. So if I say *mmaaatt*, you say *mat*. Let's see how fast we can go.

My turn first. Read the card but do not show it to students. **If I say: *iiiff*, you would say: *if*.**

Continue going through the words, stretching out the sounds, and having students say the whole word. Remember, students are not seeing the word cards at this point.

Modeling

Now I'm going to show you a different way to play. We're going to look at the word on the card then say the word as quickly as we can. You can blend the sounds in your head first if that is helpful to you, but we want to read the words as quickly as possible.

Watch me as I read the first five words. Flip the first five cards and read each word at a good, steady pace.

Guided Practice



Do you think you can go faster than I did? Or, if students are still mastering the skill: **Do you think you can go through the stack without making a mistake?**

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Guided Practice *Continued*

Call on a single student in the group to read the first word. If the student reads a word incorrectly, correct them, have them repeat the word, and move on to the next card.

Read and say the whole word as quickly as you can.

If Correct: Great. Let's try a few more. *Continue having the same student read five word cards, and then move on to the next student.*

If Incorrect: *If the student reads a word incorrectly, correct them, have them repeat the word, and then move on to the next card. Let's keep going. Continue having the same student read five word cards and move on to the next student.*

Repeat until all students in the group have worked through at least five cards each and all of the cards have been used at least one time.

Practice



Okay, now let's go faster. This time, you will each read all of the words in our deck! Everyone will get a chance to do this, so read along silently and be patient!

Read and say the word. Show the next card as soon as the student says the word.

If Correct: You read those words well, and pretty fast!

If Incorrect: *If the student is incorrect, correct them, have them repeat your answer, and move to the next card. Keep a separate stack of cards that were read incorrectly the first time around. Let's keep going. Continue having the same student go through the word cards. See the support box below for suggestions on how to help students who miss several of the words.*

Shuffle the stack of cards and repeat with individual students while encouraging them to go faster.

If time and focus allow, shuffle and repeat at an even faster pace.

Support

- If a student gives an incorrect answer on several of the cards, the student may need extra practice with the skill. Keep the cards that were read incorrectly in a separate stack and go over each word afterwards with the group.
- Have the student slide an index finger from the first letter to the last letter as the he or she sounds out the word in his or her head. If the student is unable to sound it out in his or her head, allow the student to whisper say the sounds and then say the word. Some students may need to point at and say the sounds in the word.

Challenge

- Add more word cards to the stack.
- Use a timer and record the time for the first read through and the second read through for each student.

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Wrap-Up



You read those words so fast today! Great reading work!

run

rug

us

sun

fan

net

met

sit

in

up

if

am

not

mat

lid

rub

fun

fat

it

red

mob

rod

rot

mom

rim

vim

on

ran

men

mud

set

lip

fin

fog

sum

mad

man

pot

Sam

mug

mum

rag

fob

pit

sad

sub

van

lit