



## Decoding

The purpose of this activity is for students to practice decoding CVC words beginning with stop sounds (e.g., /t/, /g/, /k/).

## Prepare

- Use a whiteboard large enough to write five words at a time. The font should be large enough for students to be able to see as you point to each of the letters.
- Use the word bank at the end of the activity.

## Warm-Up



We have been reading words sound by sound and then blending the sounds together to read words. Let's practice that again today so that we can work to become fluent word readers!

## Modeling

Write the first four words on the board: *bib, cat, get, tag*.

**My turn first. I will sound out some words. When I touch each letter, I will say its sound and keep saying it until I touch the next letter. Then, I will say the next sound. I won't stop between sounds. After I sound out the word correctly, I will say it fast to read the word. This is our first word. Point to *bib*.**

Start saying the first sound as you touch just beneath the first letter and then move to the second letter while saying the sound. Hold each sound for about one second. ***Biiib*. Now, I say it fast. *Bib*. This word is *bib*.**

## Guided Practice



**Now, we will sound out some more words together. When I touch each letter, we will say its sound and keep saying it until I touch the next letter. Then, we will say the next sound. We won't stop between sounds. After we sound out the word correctly, we will say it fast to read the word.**

**Say the sounds with me as I touch each letter.** Start saying the first sound as you touch just beneath the first letter and then move to the second and third letters while saying the sounds. Hold each sound for about one second. ***Caaat*. Now, say it fast. *Cat*. What's the word? *Cat*.**

## Guided Practice *Continued*

**Now, let's try the next word together. Say the sounds with me as I touch each letter.** Start saying the first sound as you touch just beneath the first letter and then move to the second and third letters while saying the sounds. Hold each sound for about one second. **Geeet.** Provide wait time so that all students can participate and then call on one student.

**Say the sounds as I touch each letter, then say it fast to read the word.**

**If Correct:** Great. You said all of the sounds, and then you read the word "get."

**If Incorrect:** Say the sounds with me as I touch each letter. *Start saying the first sound as you touch just beneath the first letter and then move to the second and third letters while elongating the sounds.* "Geeet." Say the word faster with me. "Geet." Let's say it faster now. "Get." Read the word.

Correct: geeet, get

Try to get a correct response before proceeding.

## Practice



**Your turn. Ready?** Make sure everyone is looking at you, then touch the first letter of the next word and let the students sound it out without you. Provide wait time so that all students can participate and then call on one student.

**Say the sounds as I touch each letter, then say it fast to read the word.**

**If Correct:** You've got it. You said the sounds without taking a break, and then you read the word. "Taaag, tag."

**If Incorrect:** Say the sounds with me as I touch each letter. *Start saying the first sound as you touch just beneath the first letter and then move to the second and third letters while elongating the sounds.* "Taaag." Say the word faster with me. "Taag." Let's say it faster now. "Tag." Read the word.

Continue with the other words in the word bank.

To encourage full participation and allow assessment of individual students, write the word on the board first, provide time for all students to look at the word and practice sounding out and elongating the sounds, and then switch unpredictably between inviting a response from the whole group or from individual selected students. Point to the words in a random order to prevent students from memorizing a sequence.

If some students can say the word slowly but not fast, you may need to give additional practice blending with them.

Try to get a correct response before proceeding.

# Sounding Out Accuracy: Words Beginning with Stop Sounds

## Word Bank

Word	Student responses
bit	biit, bit
bad	baaad, bad
bag	baaag, bag
ban	baaannn, ban
cod	coood, cod
cog	cooog, cog
cop	coop, cop
cot	cooot, cot
got	gooot, got
gum	guuummm, gum
gun	guuunnn, gun
Gus	Guuusss, Gus
gut	guuut, gut
Ted	Teed, Ted
Tim	Tiiimmm, Tim
tin	tiiinnn, tin
tip	tiiip, tip
Tom	Tooommm, Tom
top	tooop, top
ten	teeennn, ten

# Sounding Out Accuracy: Words Beginning with Stop Sounds

## Wrap-Up



You worked hard at reading sound by sound and then blending the sounds together to read the words. You are becoming fluent word readers!