

Shh! Just Say the Word: Words with Beginning Blends



Decoding

The purpose of this activity is for students to practice decoding CCVC and CCCVC words with beginning blends (e.g., /sl/, /st/, /str/).

Prepare

- Print out one set of these [word cards Set B](#).
- Shuffle cards and place them facedown in a stack in front of you. Be sure that the first four cards are *brat*, *plot*, *smug*, and *crab*. Be sure that all students can see the word on the card when you flip it over.

Warm-Up



Today, we are going to read some words, but this time we will do it a little differently. Our game today is called Shh! Just Say the Word. That means that when you see a word to read, you can sound the word out in your head if that is helpful to you, but you can only say the whole word out loud!

Modeling



I'll show you. I'm going to look at the word on the card, and then I want to read the word. I can sound the word out first in my head, but I can't say the individual sounds. I can only say the whole word.

My turn. This is my first word. Show the card that says *brat* and slightly nod your head as if you are sounding out the word as you run your index finger under the letters, then say the word *brat*. **This word is *brat*.**

Guided Practice



Now, we will read some more words together. Shh! You can blend the sounds in your head first if that is helpful to you, but you can only read the whole word out loud.

Show the card that says *plot*. **Let's all sound out the word in our heads.** Slide your finger under the letters as you slightly nod your head to indicate that you may be sounding out the word. Students should do this with you. **Now, let's read the whole word out loud together: *plot*.** Students should chorally say: *plot*. **That's right! This word is *plot*.**

Now let's try the next word together.

Guided Practice *Continued*

1. Show the card that says *smug*.
2. **Shh! Let's all sound out the word in our heads.** Slide your finger under the letters as you slightly nod your head to indicate that you may be sounding out the word. Students should do this with you.
3. Check that all students are participating, looking at the word card, and slightly nodding their head. Then call on one student. **Read the whole word out loud.**

If Correct: Great. You sounded out the word in your head, and then you read the whole word out loud. I think we are ready to do some more.

If Incorrect: Say the sounds in your head as I touch each letter. *Touch just beneath the first letter and then move to the second and third letters.* Say the word slowly with me: “**ssmmmuug**.” Now say the whole word out loud faster. Read the word.

Correct: *smug*

Try to get a correct response before proceeding.

Practice



Your turn. Ready? Show the card that says *crab*. Make sure everyone is looking at the word, then touch the first letter and let the students sound it out in their heads without you. Check that all students are participating, looking at the word card, and slightly nodding their head. Then call on one student. **Sound out the word in your head, and read the whole word out loud.**

If Correct: You've got it. You sounded out the word in your head, and you read the whole word out loud.

If Incorrect: Say the sounds in your head as I touch each letter. *Touch just beneath the first letter and then move to the second and third letter.* Say the word slowly with me, “**crrraaab**.” Let's say it a little faster now, “**crraab**.” Now say the whole word out loud faster. Read the word.

Continue with the other word cards in the stack. You may wish to allow students to hold the card and slide an index finger under the letters as they silently sound out the word.

To encourage full participation and allow assessment of individual students, show the word card first, provide time for all students to look at the word and sound out the sounds silently, and then switch unpredictably between inviting a response from the whole group or from individual selected students.

If some students need to say the sounds out loud, allow them to whisper the sounds, then say the sounds in their heads, and then say the whole word out loud.

Try to get a correct response before proceeding.

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Wrap-Up



Shh! You were so quiet as you sounded out the words today. Great job reading the whole word out loud!

brat

brow

plot

snag

smug

snap

crab

snip

cram

snob

crib

snow

grub

snug

brim

trim

plug

trip

plum

trot

plus

twig

slat

twin