

Module 4: Better Together

In Module 4, students' learning is focused on words with initial two-consonant blends and words with final blends. When two consonants are blended together, you can hear each sound. We will also continue working with open and closed syllable words to make sure our understanding of vowel sounds supports fluent reading.

Phonics Focus

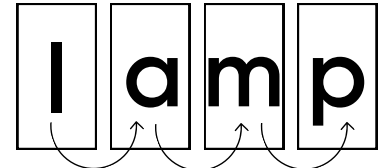
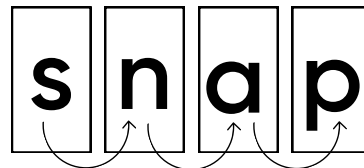
Skill	Rule	Words with Blends
Initial Blends	An initial blend is when two or more consonant letters appear next to each other at the beginning of a word. In a blend, each consonant stands for its own sound and we blend them quickly to read the word. Examples of Initial Blends: sn, st, sk, sp, fl, cl, bl, cr, dr, fr, gr, br, pr	snap, stop, skip, spot, small, swim, sled, flag, club, black, plug, glad, crab, drum, frog, trap, grass, brush, print
Final Blends	A final blend is when two or more consonant letters appear next to each other at the end of a word. In consonant blends, each consonant stands for its own sound, and we blend them quickly to read the word. Examples of Final Blends: mp, st, nt, ft, nd, lp	lamp, fast, mint, left, band, help, fast, wind, limp, gulp, plant, stamp
Final Blend nk	This is the grapheme nk. The grapheme nk is a final blend. The grapheme nk represents the sounds /ŋk/. Most of the time the vowel sound is short, like it is in closed syllable words. However, sometimes it makes the vowel say the long vowel sound.	honk, sunk, trunk, bank, tank, blank, link, sink, drink, think

Vowel a and Vowel i with Final Blend nk /ŋk/

The nk blend will sometimes distort the sound of the vowel before it. In many dialects, when the **vowel a is followed by nk, the a sounds more like the long a sound (bank).** Additionally, when the **vowel i followed by nk, the i sounds more like the long e sound (think).**

Routine for Blends

You can use a routine like we use at school to help your child with initial and final blends. This routine is called Sound-by-Sound. You can write each letter of the word you are practicing on sticky notes, index cards, or pieces of paper you cut up to make cards.



Routine Step	Model Language	Initial Blend (example: snap)	Final Blend (example: lamp)
1. Have your child say the first sound.	Say: What is the sound? /s/	s	l
2. Add the next letter and have your child say the sound.	Say: What is the sound? /n/	n	a
3. Blend the sounds together. Point to the first sound and then scoop your finger under the letters as you blend.	Say: Blend it. (/sssnnn/)	s - n	l - a
4. Add the next letter and have your child say the sound.	Say: What is the sound? /ă/ (short a as in alligator)	a	m
5. Blend the sounds together. Point to the first sound and then scoop your finger under the letters as you blend.	Say: Blend it. (/sssnnnăăă/)	s - n - a	l - a - m
6. Add the next letter and have your child say the sound.	Say: What is the sound? /p/	p	p
7. Blend the sounds together. Point to the first sound and then scoop your finger under the letters as you blend.	Say: Blend it. (/sssnnnăăăppp/)	s - n - a - p	l - a - m - p
8. Have your child read the word.	Say: What is the word? (snap)	snap	lamp

Into Reading® Grade 1

Structured Literacy

Phonics Focus

Skill	Rule	Examples
Closed Syllables	A closed syllable has one vowel letter that makes a short vowel sound followed by a consonant.	<u>sun</u> set <u>nap</u> kin <u>den</u> tist <u>pub</u> lish
Open Syllables	An open syllable has a single vowel that is not followed by or "closed up" by a consonant. The vowel is the last letter in the syllable, and it makes its long vowel sound.	<u>ro</u> bot <u>ba</u> sic <u>hu</u> mid <u>pro</u> gram





Module 4: Focus Words

Irregular Words (Heart Words)			Decodable High Frequency Words			
our	out	about	small	I'm	don't	help
among	almost		drink	think	begin	open

Practice Strategy:

Use the "Mark the Part" activity on page 3 to practice Irregular Heart Words. One way we can practice Irregular Heart Words is to identify the parts of the word that are decodable, temporarily decodable (the word part has not been explicitly taught yet), nondecodable (the heart part), or silent.

This is the way we code these words:

-  decodable (green circle)
-  temporarily nondecodable (orange heart)
-  nondecodable (red heart)
-  silent (gray heart)

Contraction Focus

A contraction is a word that is a shortened form of two other words, using an apostrophe to show where letter sounds were omitted or combined.

I am = I'm	he is = he's
she has = she's	do not = don't

Key for Practice Page:

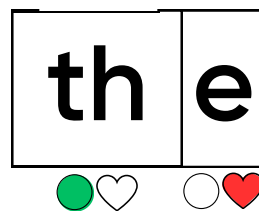
Word	Decodable (green)	Temporarily Nondecodable (orange)	Nondecodable (red)
our	r	ou	
out	t	ou	
about	b, t	a, ou	
among	m, ng	a	o
almost	l, m, o, s, t	a	

Structured Literacy

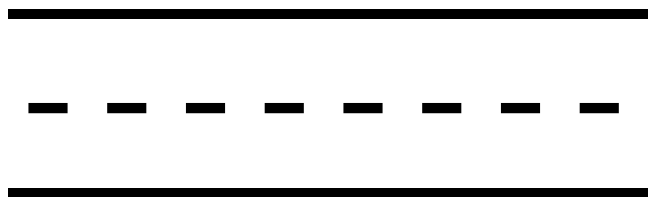
Mark the Part

Directions:

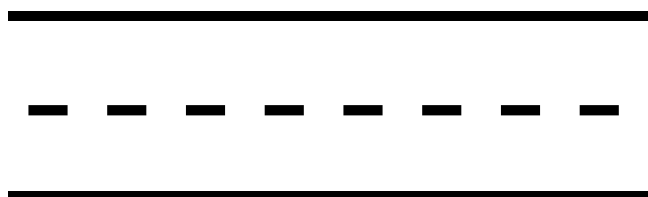
- Read each word.
- Color the circle or heart to show if the word part is:
 - decodable, temporarily nondecodable, nondecodable, or silent
- Write the word on the line.
- Read each word again.



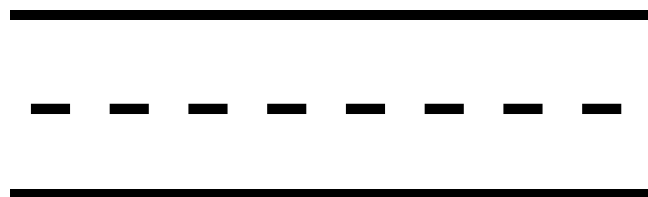
ou r



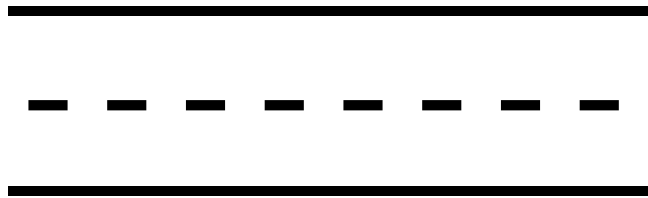
ou t



a b ou t



a m o n g



a l m o s t

