Blend, read, and spell

Language and literacy, grade 1 - by GPT-6.1 Terra - status: written (unreviewed)

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Source: https://k12-curriculum-drafts-328176.gitlab.io/ (commit 09103e72, built 2026-11-16)

Grade 1 Language and Literacy: Blend, Read, and Spell

Subject: English language and literacy | Grade: 1 | Lessons: 5 | Time: about 25 minutes each

Status: written (unreviewed) | Author: GPT-6.1 Terra, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice.

Language and literacy progression

Big idea

Letters can stand for sounds. We can blend sounds to read a word, and listen for sounds to help spell one. Reading also means making sense of words.

What students should be able to do

1. Give the taught sounds for lower-case m, s, a, t, p, n, i in this unit's examples.
2. Blend a sequence of taught sounds to read an unfamiliar simple word.
3. Segment a spoken simple word into sounds and represent them with letters.
4. Read a very short controlled text, and answer a question about its meaning.
5. Answer a listening-comprehension question about a separate teacher read-aloud.

What students should already know

Students know that print carries meaning and can attend to and distinguish some speech sounds. At the start, ask them to blend oral /m/ /a/ /t/ and point to where a word begins on a line. If needed, model and practise oral blending and print direction before proceeding. The unit is English-specific; multilingual students bring valuable language knowledge. Speech and print experiences vary.

Lesson list

1. First sounds and blending: m, s, a, t.
2. Change a sound: add p and n; segment and spell.
3. A new vowel: add short i and compare words.
4. Words in a sentence: final /s/, capitals, punctuation, meaning.
5. Review and individual check: a small formative check.

Materials

Large-print letter cards m, s, a, t, p, n, i; a board or paper and marker; individual paper or accessible typing/letter-selection tools. Cards can be large pieces of paper, not small objects. Teacher prepares the original short text in lesson 4 and the check in lesson 5. No pictures are needed to guess words. Provide sufficient space, readable contrast, and appropriate access

supports. Do not require children to touch each other; use safe, supervised materials and follow local school rules.

Assessment

Use lesson 5's private, individual check and answer guide; record each response, self-correction, time and assistance, without a fixed pass score or diagnosis. Use the evidence to plan additional instruction. The listening question is separate from print decoding. Alternative pointing responses can show some recognition, but do not establish unaided oral blending.

Sources

The IES What Works Clearinghouse foundational reading skills practice guide is a general K–3 reference for teaching sound–letter relationships, decoding, and reading connected text. It does not validate this exact sequence or unit. The examples, texts and assessment here are original to this draft; no passage is copied from the guide. Oral language and teacher read-alouds should continue alongside this narrow phonics sequence.

Known gaps and cautions

This small sequence covers only seven letters and selected sounds, not all English sound–letter relationships. English pronunciations vary: use local, familiar examples and accept dialect differences; do not treat an accent as an error. The letters a and i represent the vowel sounds in mat and sit here, not their only sounds. Slash notation such as /a/ and /i/ is teaching shorthand for the vowel sounds in mat and sit, not an IPA transcription; the exact realization varies. Some students need more than one day per lesson and additional systematic instruction. No claim is made about grade-standard alignment, effectiveness, or individual needs. The very short controlled text is deliberately limited and is not a substitute for rich literature or comprehension work.

Lesson 1: First sounds and blending

Time: 25 minutes. Unit overview | Next

Goal

Connect m, s, a and t to their sounds and blend them in simple words.

Materials

Large letter cards, board and marker; paper or accessible response tools.

Steps

1. **Opening and readiness (4 min):** Say /m/ /a/ /t/ slowly and model blending: “mat.” Ask students to try, without print. Point to where to start reading a line. If this is new, practise orally and revisit later; do not treat this quick check as a diagnosis.
2. **Explicit model (6 min):** Show m, s, a, t. Say their sounds: /m/, /s/, short /a/ as in mat, and /t/. Model sustained /m/ and /s/; for /t/ make a brief sound without adding an “uh.” Name letters separately from sounds. Point left to right under m-a-t: /m/ /a/ /t/, “mat.”
3. **Guided practice (7 min):** Build mat, sat, am, at. Point, say sounds, sweep a finger left to right and blend; students follow with a teacher or accessible pointer. Explain each word briefly as needed. Change m to s in mat, blend sat. Do not ask students to guess from a picture.
4. **Discussion (4 min):** “What changed from mat to sat?” Example: “The first letter and sound: m to s.” “What stays?” Example: “a and t.”
5. **Closing check (4 min):** Show sat: expected /s/ /a/ /t/, sat. Ask what sound m makes: /m/. If unsure, model again and practise tomorrow.

Vocabulary

Sound: a speech sound. **Letter:** a written symbol. **Blend:** put sounds together to say a word.

Differentiation

- **Extra support:** Work orally first, then two letters, then three; provide larger print and more time. Reteach individually without public pressure.
- **Extra challenge:** Ask students to explain how mat and sat differ, then use each in an oral sentence. Don't add untaught spelling patterns.

⚠ Safety

Paper or large cards avoid small-object hazards. No student is required to read aloud publicly. Follow local material and accessibility guidance.

Teacher notes

The vowel /a/ here is teaching shorthand for the sound in mat, not IPA transcription or the letter name; pronunciations vary. An accent is not a mistake. Provide an accessible pointing or selection response if speech is inaccessible and record that it checks recognition, not necessarily independent oral blending. Oral meaning and read-alouds continue separately from this short decoding practice.

Lesson 2: Change a sound

Time: 25 minutes. Previous | Unit overview | Next

Goal

Use p and n with the first lesson's letters to read and spell simple words.

Materials

Large m, s, a, t, p, n cards; board; paper or accessible letter selection.

Steps

1. **Opening (4 min):** Review m, s, a, t and blend mat. Reteach as needed.
2. **Model (6 min):** Introduce p /p/ and n /n/. Make /p/ briefly without adding “uh.” Blend m-a-p, map; change m to t and blend tap. Explain the words orally, e.g. a map can show places.
3. **Guided activity (8 min):** Build and read map, tap, pan, man, nap. Say pan, segment /p/ /a/ /n/, and select p-a-n. Students segment nap and choose n-a-p. Say each sound, not a letter name, while segmenting.
4. **Discussion (3 min):** “How did pan become nap?” Example: “The first and last sounds traded places.” Discuss meaning: “What is a nap?” Example: “A short sleep.” Accept other reasonable explanations.
5. **Closing check (4 min):** Read tap (tap); spell spoken man (m-a-n). Model and give another supported attempt if needed.

Vocabulary

Segment: separate a spoken word into its individual sounds. **Spell:** represent a word with letters.

Differentiation

- **Extra support:** Use oral sound practice before cards; model one sound at a time and give more time. Use letter selection if writing is difficult.
- **Extra challenge:** Compare map and tap orally and explain which sound changed. Use each in an oral sentence.

⚠ Safety

Use large paper cards, not small loose parts when unsuitable. No forced public reading; follow school materials guidance.

Teacher notes

Use the short vowel in mat. Accept dialect differences. Multilingual learners may need examples and oral meanings explained; their other languages are assets. A response by

pointing supports participation but measures recognition differently from an independently spoken blend.

Lesson 3: A new vowel

Time: 25 minutes. Previous | Unit overview | Next

Goal

Read and spell words using the vowel sound in sit as well as the sound in mat.

Materials

Large m, s, a, t, p, n, i cards; board; paper or accessible letter selection.

Steps

1. **Opening (4 min):** Review sounds and blend mat and tap. If needed, repeat earlier instruction before introducing another vowel.
2. **Model (6 min):** Introduce lower-case i, the short vowel sound in sit. Model s-i-t /s/ /i/ /t/, “sit.” Contrast sat and sit: the middle letter and sound change. Use examples in the local variety of English.
3. **Guided activity (8 min):** Build and read sit, pin, tin, tip. Say pin, segment /p/ /i/ /n/, and select p-i-n. Students segment and spell tip t-i-p, with support as needed. Explain meanings orally, e.g. a tin is a metal container. Read and compare pan and pin.
4. **Discussion (3 min):** “What changed in pan and pin?” Example: “a changed to i; the middle vowel changed.” “What is the same?” Example: “p and n.”
5. **Closing check (4 min):** Read tin (tin). Spell spoken sit (s-i-t). Model and try again if needed.

Vocabulary

Vowel: a kind of speech sound; here a and i stand for the vowel sounds in mat and sit. Letters can represent different sounds in other words.

Differentiation

- **Extra support:** Use two large contrasting vowel cards and oral practice; allow extra processing time. Offer selection instead of handwriting.
- **Extra challenge:** Explain and use pan and pin in two oral sentences.

⚠ Safety

Use large cards and safe supervised materials. No forced public reading.

Teacher notes

Pronunciation varies by dialect and speaker; do not penalize an accent. When oral speech is inaccessible, pointing can show recognition, but not all the same skills as oral blending. Offer

explanations and oral discussion for multilingual learners without treating language difference as a deficit.

Lesson 4: Words in a sentence

Time: 25 minutes. Previous | Unit overview | Next

Goal

Blend a word with four sounds and read a short controlled text for meaning.

Materials

Large taught-letter cards; board or large-print copy of the original text below.

Steps

1. **Opening (4 min):** Review mat, tap and sit. Blend and explain meanings.
2. **Model (6 min):** Place t-a-p-s. Blend /t/ /a/ /p/ /s/, “taps”: four sounds, including final /s/. Model maps and naps in the same way. Explain that final s is /s/ in these examples, not in every English word. Explain the words orally; a map can show places, a nap is a short sleep.
3. **Read together (7 min):** Teach that capital S and T are forms of s and t; capitals begin the names Sam and Tim and these sentences. A period marks the end. Write and point under each word, blending where needed:

   Sam taps Tim. Tim taps Sam.

Names Sam and Tim use the taught short vowel sounds. Read once together, then offer a private supported reading or accessible response. The text is about light taps; no one has to touch anyone to demonstrate it. 4. **Discussion (4 min):** “Who taps Tim?” Expected: Sam. “Who taps Sam?” Expected: Tim. “Can we tell why?” No, the text does not say. Encourage students to distinguish a possible guess from what the words tell us. 5. **Closing check (4 min):** Read maps (/m/ /a/ /p/ /s/, maps). Ask what the period tells us (the sentence ends). Reteach as needed.

Vocabulary

Sentence: words expressing a thought. **Period:** a mark that can show a sentence has ended. **Capital:** a larger form of a letter used in names and at sentence beginnings.

Differentiation

- **Extra support:** First blend tap, then add /s/. Use large print, a pointer, more time and individual help. Allow selection responses where needed.
- **Extra challenge:** Segment naps into /n/ /a/ /p/ /s/ and explain what can and cannot be inferred from the short text.

⚠ Safety

No forced touch or public reading. Use safe, supervised materials.

Teacher notes

These final s examples all use /s/, but English endings are not always /s/. Avoid “uh” after /t/ and /p/. Respect pronunciation differences. A selection response shows recognition rather than necessarily independent oral reading. This minimal text is not a substitute for listening to rich read-alouds.

Lesson 5: Review and individual check

Time: about 25 minutes of group teaching, plus brief individual checks as time allows. Previous | Unit overview

Goal

Use the taught sound–letter relationships to read and spell, and show understanding of separately heard language.

Materials

Large taught-letter cards, paper or accessible selection tools, individual check cards prepared below, and a teacher recording sheet. Show only one print item at a time. Do not practise the four check words before the check.

Steps

1. **Opening (4 min):** Review sounds m, s, a, t, p, n, i. Blend mat and sit. Give corrective modeling without judging a student's accent.
2. **Model and guided practice (8 min):** Segment map /m/ /a/ /p/ and spell m-a-p. Read taps /t/ /a/ /p/ /s/. Ask students to explain how sounds help them read or spell. Example: “I put the sounds together.”
3. **Listening (5 min):** Teacher reads this original text aloud, not as independent decoding: “A child finds a small plant bent toward a window. The child turns the pot. Later, the plant has bent toward the light again.” Ask: “What did the child turn?” Expected: the pot. “Where did the plant bend later?” Expected: toward the light. Accept equivalent wording.
4. **Discussion (4 min):** “What can you do when a word is unfamiliar?” Example: “Look at its letters, say their sounds, and blend.” Reading for meaning matters too; don't guess words from a picture or first letter.
5. **Closing (4 min):** Together read pin and segment spoken nap: /n/ /a/ /p/. Tell children the next check helps plan teaching, not rank them.

Individual check and answer guide

Conduct privately, with a familiar adult, on another day or while a separate activity is supervised. Allow unhurried response; no timed cutoff. Record each response, self-correction, approximate time if helpful, and any prompts or assistance. No coaching before recording an initial response; support can follow and should be noted. The four real words and two novel strings use only taught letters and patterns, but have not been practised in these lessons.

Show	Expected blend	Expected response
sip	/s/ /i/ /p/	sip
tan	/t/ /a/ /n/	tan
nip	/n/ /i/ /p/	nip
pit	/p/ /i/ /t/	pit
mip	/m/ /i/ /p/	mip (invented item)

Show	Expected blend	Expected response
sim	/s/ /i/ /m/	sim (invented item here; may be a word or abbreviation elsewhere)

Explain that the last two are pretend items for the task, not tests of word knowledge; they can occur in other contexts or languages. They offer a limited look at transfer and do not diagnose a reading difficulty. If an accent changes the expected pronunciation, evaluate the intended taught correspondences in that variety rather than demanding an artificial accent.

Spelling: Say mat, use it in an oral sentence if needed, repeat it, and ask the student to represent its sounds: /m/ /a/ /t/, m-a-t. Repeat with pin: /p/ /i/ /n/, p-i-n. Note whether the student writes, types or selects letters and the support given. These spelling words were practised; this is a separate skill from decoding the check items.

Listening: After the teacher-read text above, ask “What did the child turn?” Expected: the pot. This checks listening to this text, not independent reading. A drawing, gesture or pointing to the pot among teacher-prepared choices can be an accessible response; record the mode and choices used.

Use results: Note which sound, blending step or spelling sound needs more practice. Reteach that element explicitly and check again with different taught items after practice. No arbitrary passing score, diagnosis or placement judgment follows from this small, unvalidated check. Discuss persistent concerns with qualified educators and families using local procedures.

Vocabulary

Self-correction: noticing and changing one's own response. **Assessment:** a way for a teacher to learn what to teach next.

Differentiation

- **Extra support:** Large print, extra time, a quiet setting, or letter selection instead of handwriting. Record all assistance and response mode. If speech is inaccessible, pointing to a word among choices may show recognition but does not establish independent oral blending; document the choices. Multilingual learners can discuss meanings in familiar languages.
- **Extra challenge:** Explain a sound change in mat/sat and make an oral sentence with a practised word, without turning assessment into a speed race.

⚠ Safety

No public ranking or forced public reading; use safe materials and follow school privacy practices for records.

Teacher notes

The check is a small formative snapshot, not validated or comprehensive. Separate listening comprehension, decoding and spelling observations. Use local pronunciation and accessible communication; a different accent is not a reading error. Continue rich oral language and read-alouds alongside phonics.