

Decomposing CVC Words

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Grade Level: Kindergarten

Subject: English Language Arts

CT Concept: Decomposition

STANDARDS

Phonological Awareness:

CCSS.ELA-LITERACY.RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.K.2.B

Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-LITERACY.RF.K.2.C

Blend and segment onsets and rimes of single-syllable spoken words.

CCSS.ELA-LITERACY.RF.K.2.D

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-LITERACY.RF.K.2.E

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.K.3.A

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

LESSON OBJECTIVES / LEARNING TARGETS

- Using letter-sound knowledge, students will be able to segment the letters in a CVC word into individual letter-sounds.
- Then students will begin to blend sounds together to form consonant / vowel / consonant words to create a list of at least 10 CVC words.

MATERIALS / CURRICULUM

- CVC words list for teacher
- CVC word images

Decomposing CVC Words

- White board and markers
- Possible assessment sheet?

VOCABULARY

- Decompose
- Segment
- Blend
- CVC word

LESSON DESCRIPTION

Blending is pulling together individual sounds or syllables within words, while segmenting is breaking words down into individual sounds. These are two different foundational skills for reading/writing that will eventually be applied to more complicated words than CVC words.

In order to work on blending, students will be asked to “decompose” or segment CVC words into individual sounds, and then blend them back into the CVC word.

We will start with a discussion/review about decomposition. We will talk about how decomposing means to break things down into smaller parts, and we will make the connection to our decomposing numbers in math.

Then we will talk about how we can also decompose words, and break them down into smaller parts to help us with reading and writing. We will talk about how some of us are already reading these words, but that we are still going to practice the skill together of “decomposing” or segmenting the words into individual letter sounds, and then put them back together again by blending them. We will be working on doing it orally without any visual first. Then, we will do it by looking at words, and decomposing the words, and then by looking at images and trying to decompose the sounds that match the image. All of these will be important skills

First we will do it orally, and I will have students hold up a fist. Students will say each sound and raise a finger for each sound that they say. So for rat, they would say, /r/ /a/, /t/ and each sound would be a different finger. Do that over and over again with different words.

Then we will look at images of CVC words and students will psegment/decompose the words into sounds, and then blend back into words.

After that, students will use an image of a CVC word object (web, can, bat, etc.) and they will have to say the word, then decompose it into individual sounds, writing them down. When they just see the image (and not the word) they are basically trying to spell the word by decomposing it into its letter sounds. This will draw the connection of decomposing words back to writing, from just reading.

My hope is that with the previous application of decomposition to decomposing numbers (we are now well into our teens, and even up to 30!), and then this additional application of decomposition to another simple task, that the kids will understand that they can decompose something into smaller more manageable parts!

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ASSESSMENT PLAN

Students will be assessed in the lesson by progress monitoring their segmenting and blending. At the end of the lesson, they will be asked to segment a word by looking at a picture and write the letters to spell the word. They do not need to accurately get the letter sounds, but instead to attempt three separate sounds, indicating an understanding of segmenting/decomposing CVC into three separate sounds. (This part may be done in-person, in small groups or individually, and not filmed.)

A few days later, after we continue to practice, I will also use Nonsense Word awareness as a measure of their ability to segment and then blend sounds, by doing so with words that are not “real”

HOW WAS EQUITY CONSIDERED IN YOUR LESSON?

The CVC words/images will be thoughtful and representative of different cultures and people. Additionally, although the lesson will be presented whole group initially, there will be opportunities for intervention in smaller groups and 1:1, which will help. Lesson is scaffolded, so that even kids with limited letter sound knowledge can still learn the concept of decomposing words into letter sounds to help with reading and writing the words.. The focus will be to do if first orally, by just hearing a word and breaking it up, and then to see a word and sound it out, and then to sound out a word to write it. The students in the class that are already reading (1) needs support with applying letter-sound knowledge in the context of writing as he just reads by sight.