Instructions for Teaching Word Types

When reviewing word types, use the descriptions below to teach each of the word types as a part of the Word Mix Up Intervention or Word Match Intervention.

Consonant Digraphs

For consonant digraphs explain how the two letters go together to make one sound.

- “There are some letters that can go together and make one sound. These types of words are called consonant digraphs. Some consonant digraphs we will learn include ‘sh’, ‘th’, ‘ch’ ‘ph’ and ‘wh’ (say each letter and write them together on the board). Each consonant digraph has two consonants and the second consonant is ‘h.’”

Then provide examples of the word type.

- “‘Sh’ makes the /sh/ sound (what sound?). Good. The word shop is an example of a word with a ‘sh’ digraph. In the word shop I hear the /sh/, /o/, and /p/ sounds (write the letters on the board as you say them).
- “‘Th’ makes the /th/ sound (what sound?), Good.” (provide example following ‘sh’ script)
- “‘Ch’ makes the /ch/ sound (what sound?), Good.” (provide example following ‘sh’ script)
- “‘Wh’ makes the /wh/ sound (what sound?), Good.” (provide example following ‘sh’ script)
- “‘Ph’ makes the /ph/ sound (what sound?), Good.” (provide example following ‘sh’ script)

- Teach students that consonant digraphs can be at the beginning or end of a word.
  - “Consonant digraphs can be at the beginning or end of a word. For example, the word shop has a digraph at the beginning of the word. The word fish has the same blend (sh) but it is at the end of the word.”

Consonant Blends

For consonant blends explain how two or more consonants can be blended together in a row but each sound may be heard in the blend and blends can happen at the end of words. For each lesson, go over type of blends being focused on (l blends, r blend, s blends etc).

- “Consonant blends are made up of two or three letters whose sounds are blended together. Each letter within the blend is pronounced individually, but quickly, so they blend together.
- For example, I hear _____ (four) sounds in the word _______ (plan – say sounds and write word on board). The blend in this word is ‘pl’ and we can say it’s an ‘l blend’ because the second letter is ‘l’. We can say the sounds more slowly /p/, /l/ or we can say them more quickly together /pl/.” Provide examples based on what consonant blends are being taught (e.g., l blends, r blend, s blends or other blends).
- Teach students that consonant blends can happen at the beginning or end of a word.
  - “Consonant blends can be at the beginning or end of a word. For example, the word stop has a blend [st] at the beginning of the word. The word cost has the same blend (st) but it is at the end of the word.”
Silent-e/CVCe
For Silent-e/CVCe words explain how when the letter ‘e’ is at the end of a CVC word that generally means the vowel will be long and the ‘e’ at the end of the word is silent.

- “When ‘e’ is added to a short vowel word, the short vowel becomes long and the final ‘e’ is silent."
  - You may also review what short versus long vowel sounds are if students have yet to master the difference.
- Provide examples based on what long vowel words are being taught for the lesson. For example, “If I have the word ‘hop’ and then add an ‘e’ to the end, the ‘o’ will now be long and the final ‘e’ is silent or adding e at the end makes a vowel say its name.”

R-Controlled Vowels
For r-controlled vowels explain that when a vowel is followed by letter “r” the sound of the vowel is controlled by the r-sound. A vowel followed by an ‘r’ stands for a special sound that is neither long nor short.

- “When a vowel is followed by the letter ‘r’ the vowel makes a special sound because it is controlled by the r-sound. This means that the vowel isn’t short or long. It’s different.”
- Provide examples based on what r-controlled vowel(s) being taught. For example, “If I have the word card (write word on board), I see that the vowel ‘a’ in the word is followed by the letter ‘r’ which makes it an r-controlled vowel. I know that this will be pronounced different than a short ‘a’ or ‘a’ long a sound. Instead, the sound is /__/. Let’s look at another example.”

Vowel Digraphs
For vowel teams/digraphs, explain how the two vowels work as a team to make one sound (typically the first letter says its long sound) and then go over the vowel teams that will be used in the lesson and what sound they make together.

- “Vowel teams are made up of two vowels. Most of the time when two vowels are together, the first vowel makes its long vowel sound and the second vowel is silent. We could say that ‘when two vowels go walking the first vowel does the talking, and the second vowel does the walking.”
- Go over an example word for the vowel team(s) of the lesson. “Let’s look at the word ‘eat.’ I see that it has two vowels in it next to each other (e and a). The first vowel is ‘e’ and its long vowel sound is /__/. The vowel ‘a’ is silent.”
- When you teach a vowel pair that does not follow the long vowel rule, explain to students that not all vowel digraphs/pairs make the long vowel sound of the first vowel in the pair. These are often called variant vowel. Then provide examples (ie, ow in cow, oo, etc).