Explicit teaching of segmenting and blending strategies to ESL Prep students will assist word reading accuracy.

10 Lesson Plans

**Lesson one: 20 minutes**  
**Text:** Clifford the big red dog: Hello Clifford.
Explicitly tell the students they are going to learn something new that will help them to read new words.

**ENGAGE: Tune in: get the students ready to read:** Orientate the students to the text, looking the title and the front cover to predict what might happen and what the text might be about. Assist the students to read the text, word by word, **taking note of the difficult/new words**. Use these difficult/new words as the focus words for lesson one and two.

**LESSON FORMAT:**
- Write the new words on a piece of sentence strip and **cut into appropriate segments**.
- Visually demonstrate the segmenting to the students.
- Blend and **re read the individual words**.
- Segment the words again and blend back together to read.
- Re read the pages focusing on reading the **new words in prose**.
- Use rainbow writing to form the letters in the new words. Use one colour to show the first segment and another colour to show the second segment.
- Students re read own writing.
- Re read the pages focusing on reading the **new words in prose**.

**Reflect on the lesson:** Explicitly tell them they have learnt how to segment words, making them easier to read. Have the students re read the page and share what they have learnt.

**Lesson two: 15 Minutes**  
**Text:** Follow on: use the same text and words.

**ENGAGE: Tune in: get the students ready to read:** Review the previous lesson and discuss what the students remember about segmenting and blending. **Focus:** where to segment the word for easier reading.
LESSON FORMAT:

- Use the previous lessons word cards. Explain that by blending the sounds in unknown words, it makes them easier to read.
- Visually demonstrate the segmenting to the students.
- Blend and **re read the individual words**.
- Segment the words again and blend back together to read.
- **Re read the text focusing on reading the new words in prose**.
- Use Playdoh to form the letters in the new words. Use one colour to show the first segment and another colour to show the second segment.
- **Re read the individual words**. **Depending on time, have the students make all of the new words or each student make a different one.**
- **Re read the sentences in prose**.

Reflect on the lesson: Explicitly tell them they have learnt how to segment words, making them easier to read. Have the students share what they have learnt.

Lesson three: 20 minutes  
Text: Clifford the big red dog: Who hid it?

ENGAGE: Tune in: get the students ready to read: Orientate the students to the text, looking the title and the front cover to predict what might happen and what the text might be about. Assist the students to read the text, word by word, **taking note of the difficult/new words**. Use these difficult/new words as the focus words for lesson three and four.

LESSON FORMAT:

- Write the new words on a piece of sentence strip and **cut into appropriate segments**.
- Visually demonstrate the segmenting to the students.
- Blend and **re read the individual words**.
- Segment the words again and blend back together to read.
- **Re read the pages focusing on reading the new words in prose**.
- Use sand / rice to form the letters in the new words. Use sand to show the first segment and rice to show the second segment.
- **Re read the individual words**. **Depending on time, have the students make all of the new words or each student make a different one.**
- **Re read the text focusing on reading the new words in prose**.
Reflect on the lesson: Explicitly tell them they have learnt how to segment words, making them easier to read. Have the students share what they have practiced.

Lesson four: 15 Minutes  
Text: Follow on: use the same text and words.

ENGAGE: Tune in: get the students ready to read: Review the previous lesson and discuss what the students remember about segmenting and blending. Focus: where to segment the word for easier reading.

LESSON FORMAT:
- Use the previous lessons word cards. Discuss that by blending the sounds in unknown words, it makes them easier to read.
- Visually demonstrate the segmenting to the students.
- Blend and re read the individual words.
- Segment the words again and blend back together to read.
- Re read the pages focusing on reading the new words in prose.
- Use rainbow writing to form the letters in the new words. Use one colour to show the first segment and another colour to show the second segment.
- Re read the individual words. **Depending on time, have the students make all of the new words or each student make a different one.
- Re read the sentences in prose.

Reflect on the lesson: Discuss how they are blending and segmenting sounds. Have the students share what they have learnt.

Lesson five: 20 minutes  
Text: Clifford the big red dog: T-Bone on Top.

ENGAGE: Tune in: get the students ready to read: Orientate the students to the text, looking the title and the front cover to predict what might happen and what the text might be about. Assist the students to read the text, word by word, taking note of the difficult/new words. Use these difficult/new words as the focus words for lesson five and six.

LESSON FORMAT:
- Ask the students where they think they should segment the focus words. Discuss possible segmenting places in the focus words.
- Have the students write the new words on a piece of sentence strip and ask them to cut into appropriate segments.
- Visually demonstrate the segmenting to the students.
- Blend and **re read the individual words**.
- Segment the words again and blend back together to read.
- **Re read the pages focusing on reading the new words in prose.**
- Use playdoh to form the letters in the new words. Use one colour to show the first segment and another colour to show the second segment.
- **Re read the individual words.** **Depending on time, have the students make all of the new words or each student make a different one.
- **Re read the pages focusing on reading the new words in prose.**

**Reflect on the lesson:** Discuss how they are blending and segmenting sounds. Have the students share what they have learnt.

**Lesson six: 20 Minutes**

**Text:** Follow on: use the same text and words.

**ENGAGE: Tune in: get the students ready to read:** Review the previous lesson and discuss what the students remember about segmenting and blending. Focus: where to segment the word for easier reading.

**LESSON FORMAT:**

- Use the previous lessons word cards. Are the students finding it easier to read new words when they blend? Discuss together.
- Visually demonstrate the segmenting to the students.
- Blend and **re read the individual words.**
- Segment the words again and blend back together to read.
- **Re read the pages focusing on reading the new words in prose.**
- Use Playdoh to form the letters in the new words. Use one colour to show the first segment and another colour to show the second segment.
- **Re read the individual words.** **Depending on time, have the students make all of the new words or each student make a different one.
- **Re read the sentences in prose.**

**Reflect on the lesson:** Discuss how they are blending and segmenting sounds. Have the students share what they have learnt.
Lesson seven: 20 minutes  
**Text:** Clifford the big red dog: Happy Birthday, Clifford!  

**ENGAGE:** Tune in: **get the students ready to read:** Orientate the students to the text, looking the title and the front cover to predict what might happen and what the text might be about. Assist the students to read the text, word by word, taking note of the difficult/new words. Use these difficult/new words as the focus words for lesson seven and eight.

**LESSON FORMAT:**
- Ask the students where they think they should segment the focus words. Discuss possible segmenting places in words.
- Have the students write the new words on a piece of sentence strip and ask them to cut into appropriate segments.
- Visually demonstrate the segmenting to the students.
- Blend and re read the individual words.
- Segment the words again and blend back together to read.
- Re read the pages focusing on reading the new words in prose.
- Use sand / rice to form the letters in the new words. Use sand to show the first segment and rice to show the second segment.
- Students re read own writing. **Depending on time, have the students make all of the new words or each student make a different one.**
- Re read the pages focusing on reading the new words in prose.

**Reflect on the lesson:** Discuss how they are blending and segmenting sounds. Have the students share what they have learnt.

Lesson eight: 20 Minutes  
**Text:** Follow on: use the same text and words.  

**ENGAGE:** Tune in: **get the students ready to read:** Review the previous lesson and discuss what the students remember about segmenting and blending. Focus: where to segment the word for easier reading.

**LESSON FORMAT:**
- Use the previous lessons word cards Ask the students where they think they should segment the focus words. Discuss possible segmenting places in words.
- Have the students write the new words on a piece of sentence strip and ask them to cut into appropriate segments.
- Blend and re read the individual words.
- Segment the words again and blend back together to read.
- Re read the pages focusing on reading the new words in prose.
- Use rainbow writing to form the letters in the new words. Use one colour to show the first segment and another colour to show the second segment.
- Re read the individual words. **Depending on time, have the students make all of the new words or each student make a different one.
- Re read the sentences in prose.

Reflect on the lesson: Discuss how they are blending and segmenting sounds. Have the students share what they have learnt.

Lesson nine: 20 minutes   Text: Clifford the big red dog: I See My Dad.

ENGAGE: Tune in: get the students ready to read: Orientate the students to the text, looking the title and the front cover to predict what might happen and what the text might be about. Assist the students to read the text, word by word, taking note of the difficult/new words. Use these difficult/new words as the focus words for lesson nine and ten.

LESSON FORMAT:
- Ask the students where they think they should segment the focus words. Discuss possible segmenting places in words.
- Have the students write the new words on a piece of sentence strip and ask them to cut into appropriate segments.
- Visually demonstrate the segmenting to the students.
- Blend and re read the individual words.
- Segment the words again and blend back together to read.
- Re read the pages focusing on reading the new words in prose.
- Use sand / rice to form the letters in the new words. Use sand to show the first segment and rice to show the second segment.
- Students re read own writing. **Depending on time, have the students make all of the new words or each student make a different one.
- Re read the pages focusing on reading the new words in prose.
Reflect on the lesson: Discuss how they are blending and segmenting sounds. Have the students share what they have learnt.

Lesson ten: 20 Minutes  

Text: Follow on: use the same text and words.

ENGAGE: Tune in: get the students ready to read: Review the previous lesson and discuss what the students remember about segmenting and blending. Focus: where to segment the word for easier reading.

LESSON FORMAT:

- Use the previous lessons word cards. Ask the students where they think they should segment the focus words. Discuss possible segmenting places in words.
- Have the students write the new words on a piece of sentence strip and ask them to cut into appropriate segments.
- Visually demonstrate the segmenting to the students.
- Blend and re read the individual words.
- Segment the words again and blend back together to read.
- Re read the pages focusing on reading the new words in prose.
- Use Playdoh to form the letters in the new words. Use one colour to show the first segment and another colour to show the second segment.
- Re read the individual words. **Depending on time, have the students make all of the new words or each student make a different one.
- Re read the sentences in prose.

Reflect on the lesson: Explicitly tell them they have learnt how to segment words, making them easier to read. Have the students re read the page and share what they have learnt.