

# Break the Code with Double Consonant Patterns

## Teacher Instructions

### Skill: Double Consonant Patterns

The purpose of this activity is for students to practice recognizing, sounding, blending, and reading words with the double consonant patterns, and then read the word aloud. You can use Break the Code in whole group and small group instruction.

#### Materials:

- Break the Code recording sheet (one per student)
- Pencil (one per student)

#### Directions:

This activity is broken up into two parts. First, students will map the graphemes in each word (Mark and Read), and then, they will read each word aloud (Think and Read).

For each part, you should model the routine for your students by doing the first three words, and then do one or two more together, before asking them to do it independently or in pairs.

#### Part 1: Mark and Read

1. Point to the first word in the Mark and Read column and show your students how they should underline each grapheme that spells each sound.
2. Draw a line under the whole word as you blend sounds together aloud to read the whole word.
3. Students should continue marking and then reading aloud each word in the column.

#### Part 2: Think and Read

Now that the students have completed the words in the Mark and Read column, they are ready to move onto the Think and Read column. Explain to the students that now they will practice reading like strong readers, by first recognizing those letters and their sounds in their mind and then reading the whole word aloud, without underlining them.

1. Point to the first word in the Think and Read column, and show your students how you pause for a short “think time,” before you read the word aloud.
2. Point out to students that you are not moving your mouth or whisper reading the sounds. Explain that strong readers do this in their minds.
3. Have students continue the routine, either together as a group or by giving individual students a word until all the words have been read.
4. If a student misses a word, have them repeat the Mark and Read routine (by underlining the grapheme) with that word, and then read the word again. You can provide additional practice and feedback as necessary.

#### Teacher Tips:

- If you notice students are able to read the whole word without reading sound by sound, allow them to practice reading words in all columns without marking.
- Discourage guessing. Encourage students to use “think time” before reading the word. Remind students they can look at a word, think about how the sounds work together, and then read the word. Accuracy over speed!
- Incorporate multisyllable words. Once students are able to read one-syllable words, they should begin practicing reading multisyllable words that include the syllable spelling pattern in your current and previous lessons.

## Break the Code with Double Consonant Patterns

Answer Sheet

Mark and Read

Think and Read

b e l l

buzz

t o s s

quill

b u z z

off

m u f f

bell

d i l l

muff

q u i l l

mass

m a s s

huff

j a z z

toss

o f f

dill

h u f f

jazz



Name \_\_\_\_\_ Date: \_\_\_\_\_

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