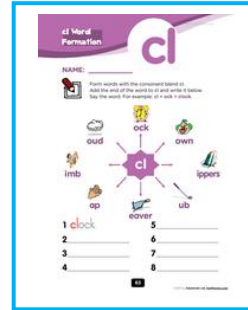


cl Word Formation (page 7)

This lesson will focus on the blends that are covered on this page and the previous page. You will be practicing two different **l blends, but the individual practice will only focus on one page or one **l blend** at a time.



Materials:

- letter flashcards Aa-Zz
- **bl** and **cl** blend flashcards
- picture cards (club, cleaver, clap, climb, blade, blue, blow, block and any other picture cards with these beginning **l blends**)
- individual blend cards for each student (**cl** and **bl**)
- string or 2 hula hoops
- page 7

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also play a game to review the letter names and sounds called Around the World.
 - Have one child start and stand behind another child in the group. (The child in back is standing; the child in front is sitting.)
 - They can be sitting at their seats or on the floor, but it is easier if they are in some kind of a circle.
 - Show the two children a flashcard.
 - The first one to say the letter name and sound gets to move on.
 - If it is the child already standing up, they move behind the next person.
 - If it is the child sitting down, they get up and stand behind the next child and the child that was standing sits in that seat.
 - You continue on until someone has made it "around the world," standing behind all the children in the classroom.

Preview: 3 minutes

- Show the **I blend** flashcards, pointing out that the two letters have their own sounds, but we say them together quickly or blend them together when we see them in reading.
 - Teacher: “bl, /bl/ /bl/ /bl/” Students: “bl, /bl/ /bl/ /bl/”
 - Teacher: “cl, /kl/ /kl/ /kl/” Students: “cl, /kl/ /kl/ /kl/”

Modeling: 5-7 minutes

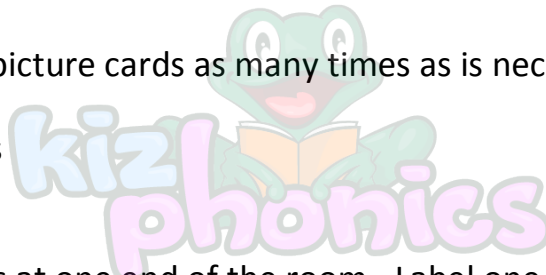
- Give each student the individual blend cards (**cl** and **bl**).
- Show the students a picture card with one of these beginning **I blend** sounds.
- Say the word and the beginning **I blend**; have the students repeat.
- Now have the students hold up the individual **I blend** card that matches what they hear at the beginning of the word.
- Once all of the students have held up their own card, the teacher should hold up the correct card.
- The students can check to see if they are holding up the correct card.
 - If they are not, give them an opportunity to change cards and show the correct **I blend**.
- Repeat with different picture cards as many times as is necessary.

Guided Practice: 5-7 minutes

- Play Relay Sort.
 - Make two circles at one end of the room. Label one **cl** and one **bl**.
 - Divide the class into two teams.
 - Give the first students in each line a picture card with one of the beginning **I blends**.
 - Teacher says go and the students move to the end of the room with the circles and place their picture card in the correct circle. Then they return back to line.
- Continue until all students have placed a card in a circle.
- Hold up each card and have the students tell you if it is in the correct circle and which **I blend** the word begins with.

Independent Practice: 5-7 minutes

- Explain how to do page 7.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 7 to each student.



Assessment: (during Independent Practice)

- As the students are completing page 7, monitor and give guidance/ support/correction/praise, as needed.
- Use page 7 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review the blend while showing a picture card.
 - Teacher and students: “cl, /kl/ club”
 - Teacher and students: “cl, /kl/ cleaver”
 - Teacher and students: “cl, /kl/ clap”
 - Teacher and students: “cl, /kl/ climb”

