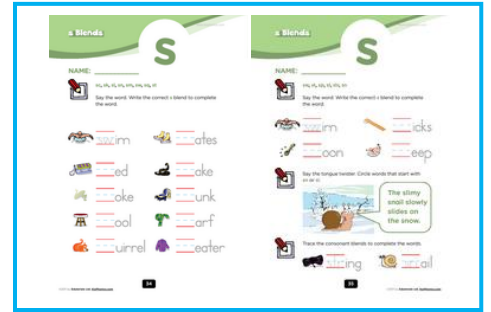


S Blends (pages 30 and 31)



Materials:

- letter flashcards Aa-Zz
- **sc, sk, sl, sn, sm, sw, sq, st, sp** and **str** blend flashcards
- individual s blend flashcards, one for each student
- picture cards (scarf, skunk, sled, snake, smoke, swim, squirrel, sticks, spoon, string and any other picture cards with beginning **s blends**)
- pages 30 and 31

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: 5-7 minutes

- Show the **s 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: "sc, /sk/ /sk/ /sk/" Students: "sc, /sk/ /sk/ /sk/"
 - Teacher: "sk, /sk/ /sk/ /sk/" Students: "sk, /sk/ /sk/ /sk/"
 - Teacher: "sl, /sl/ /sl/ /sl/" Students: "sl, /sl/ /sl/ /sl/"
 - Teacher: "sn, /sn/ /sn/ /sn/" Students: "sn, /sn/ /sn/ /sn/"

- | | |
|-------------------------------------|------------------------------------|
| ○ Teacher: “sm, /sm/ /sm/ /sm/” | Students: “sm, /sm/ /sm/ /sm/” |
| ○ Teacher: “sw, /sw/ /sw/ /sw/” | Students: “sw, /sw/ /sw/ /sw/” |
| ○ Teacher: “sq, /skw/ /skw/ /skw/” | Students: “sq, /skw/ /skw/ /skw/” |
| ○ Teacher: “st, /st/ /st/ /st/” | Students: “st, /st/ /st/ /st/” |
| ○ Teacher: “sp, /sp/ /sp/ /sp/” | Students: “sp, /sp/ /sp/ /sp/” |
| ○ Teacher: “str, /str/ /str/ /str/” | Students: “str, /str/ /str/ /str/” |

Modeling: 5 minutes

- Set each **s blend** flashcard on the floor in a line.
 - You can also place them on the whiteboard ledge or on the whiteboard. They just need to be within the students’ reach.
- Using pages 30 and 31 for sample words, write the words on the board leaving off the beginning s blend.
 - Teacher: “I have the letters ____im on the board. I wonder what blend can make this into a word. I am going to try some different blends to see if I can make a word.”
 - The teacher should choose different **s blend** flashcards from the floor and add it to the front of the letters on the board.
 - Have the students say the sounds with you and see if you were able to make a word.
- Repeat as many times as needed, having the students help you choose different **s blends** to add to the part of the word you have on the board.

Guided Practice: 5-7 minutes

- Give each student an **s blend** flashcard.
 - Some students will have the same **s blend** flashcard and that is okay.
 - Show the students a picture card that begins with one of the different **s blends**.
 - Have the students say the name of the picture and then look at their **s blend** flashcards.
 - The students that have the **s blend** flashcard that matches the picture, run up to the front of the room, showing their flashcard to the rest of the class.
 - Then have all the students say the letters, sound and word that goes with the picture.
 - Students: “sw /sw/ swim”
- Repeat as many times as is necessary making sure to practice words with all the different s blends.
- At this time, if you want to add page 30 as guided practice you can complete the page together as a class. You may also choose to use page 30 as independent practice.

Independent Practice: 5-7 minutes

- Explain how to do pages 30 and 31.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out pages 30 and 31 to each student.
 - You may choose to do page 30 together as guided practice and then page 31 as independent practice.
 - You may only want to pass out one page at a time, checking before you pass out the second page.

Assessment: (during Independent Practice)

- As the students are completing pages 30 and 31, monitor and give guidance/ support/correction/praise, as needed.
- Have the students read the sentence on page 31 to you as you are walking around the room.
- Use pages 30 and 31 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 **s blends** while showing a picture card.
 - Teacher and students: “sc, /sk/ scarf”
 - Teacher and students: “sk, /sk/ skates”
 - Teacher and students: “sl, /sl/ sled”
 - Teacher and students: “sn, /sn/ snake”
 - Teacher and students: “sm, /sm/ smoke”
 - Teacher and students: “sw, /sw/ swim”
 - Teacher and students: “sq, /skw/ squirrel”
 - Teacher and students: “st, /st/ stool”
 - Teacher and students: “sp, /sp/ spoon”
 - Teacher and students: “str, /str/ string”

