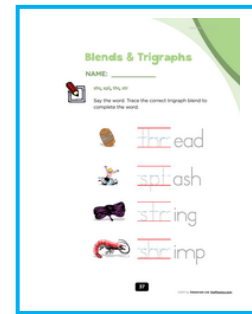


# Blends and Trigraphs (page 33)



## Materials:

- letter flashcards Aa-Zz
- **thr**, **spl**, **str** and **shr** blend flashcards
- individual letter cards for each student (t, h, r, s, p and l)
- picture cards (thread, splash, string, shrimp and any other picture cards with the beginning blends)
- page 33

## 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 blend flashcards, pointing out that there are three letters.
- Teacher: "thr, /thr/ /thr/ /thr/"          Students: "thr, /thr/ /thr/ /thr/"
- Teacher: "spl, /spl/ /spl/ /spl/"        Students: "spl, /spl/ /spl/ /spl/"
- Teacher: "str, /str/ /str/ /str/"        Students: "str, /str/ /str/ /str/"
- Teacher: "shr, /shr/ /shr/ /shr/"        Students: "shr, /shr/ /shr/ /shr/"

- Make sure to point out that **thr** and **shr** only have two sounds while **spl** and **str** have all three sounds.

### **Modeling:** 5-7 minutes

- Lay out the individual letter cards (t, h, r, s, p and l) on the floor and sit around them in a circle.
- Show the students a picture card with one of the blends. Say the word, emphasizing the beginning blend.
- Choose the individual letters that make up the blend at the beginning of the word.
- Put them in the correct order and put the sounds together to say the correct blend.
- Put the cards back in the middle and repeat with other picture cards.
  - The students can help you put the letter cards in order or tell you what sounds make the blend at the beginning of the word you are showing them.

### **Guided Practice:** 5-7 minutes

- Give each student their own set of individual letter cards (t, h, r, s, p and l).
- Show the class a picture card and ask them what it is.
- Now ask them to say what sound they hear at the beginning of the word.
- After they have said the sounds, have them use their individual letter cards to make the blend they hear.
  - The teacher should do the same with flashcards in the front of the class.
  - Walk around and check that all the students are using the correct letters to make the blend they hear in the word.
- Have the students check to see if they made the same blend as the teacher.
  - If they didn't, give them an opportunity to make the correct blend.
- Continue with as many picture cards and blends as is necessary.

### **Independent Practice:** 5-7 minutes

- Explain how to do page 33.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 33 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 33, monitor and give guidance/support/correction/praise, as needed.
- Use page 33 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 blends while showing a picture card.
  - Teacher and students: “thr, /thr/ thread”
  - Teacher and students: “spl, /spl/ splash”
  - Teacher and students: “str, /str/ string”
  - Teacher and students: “shr, /shr/ shrimp”

