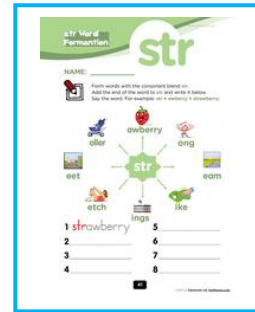


## str Word Formation (page 37)

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



### Materials:

- letter flashcards Aa-Zz
- **st, sn** and **str** blend flashcards
- picture cards (stove, stool, snore, sneakers, strings, stretch and any other picture cards with these beginning **s blends**)
- individual blend cards for each student (**st, sn** and **str**)
- 2 flyswatters
- page 37

### 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 **s blend** flashcards, pointing out that the two or three letters have their own sounds, but we say them together quickly or blend them together when we see them in reading.
  - Teacher: “sn, /sn/ /sn/ /sn/”                      Students: “sn, /sn/ /sn/ /sn/”
  - Teacher: “str, /str/ /str/ /str/”                      Students: “str, /str/ /str/ /str/”
  - Teacher: “st, /st/ /st/ /st/”                      Students: “st, /st/ /st/ /st/”

### Modeling: 5-7 minutes

- Give each student the individual blend cards (**sn**, **str** and **st**).
- Show the students a picture card with one of these beginning **s blend** sounds.
- Say the word and the beginning **s blend**; have the students repeat.
- Now have the students hold up the individual **s 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 **s blend**.
- Repeat with different picture cards as many times as is necessary.

### Guided Practice: 5-7 minutes

- Place the **s blend** flashcards (**st**, **sn** and **str**) on the floor.
  - You may choose to place more than one copy of the **s blend** flashcards on the floor.
- Play Flyswatter Game.
  - Give two students a flyswatter.
  - The students walk around the **s blend** flashcards that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
  - Teacher calls out and shows a picture card with one of the **s blend** sounds. The students search for the flashcard that matches the beginning **s blend** sound in the word and then hit it with their flyswatters, saying the sound as they do.
  - Give the flyswatters to two new students and start again.
- Continue play until all the students have had a turn.

**Independent Practice:** 5-7 minutes

- Explain how to do page 37.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 37 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 37, monitor and give guidance/support/correction/praise, as needed.
- Use page 37 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: “str, /str/ strike”
  - Teacher and students: “str, /str/ strings”
  - Teacher and students: “str, /str/ stretch”

