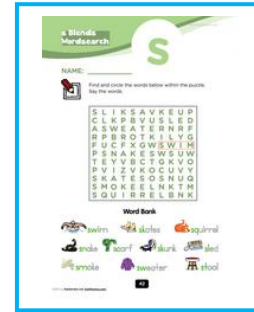


S Blends Wordsearch (page 38)



Materials:

- letter flashcards Aa-Zz
- **sw, sk, sq, sn, sc, sl, sm** and **st** blend flashcards
- picture cards (swim, skates, squirrel, snake, scarf, skunk, sled, smoke, sweater, stool and any other picture cards with beginning **s blends**)
- page 38

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 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: "sw, /sw/ /sw/ /sw/" Students: "sw, /sw/ /sw/ /sw/"
 - Teacher: "st, /st/ /st/ /st/" Students: "st, /st/ /st/ /st/"

- | | |
|------------------------------------|-----------------------------------|
| ○ Teacher: “sl, /sl/ /sl/ /sl/” | Students: “sl, /sl/ /sl/ /sl/” |
| ○ Teacher: “sk, /sk/ /sk/ /sk/” | Students: “sk, /sk/ /sk/ /sk/” |
| ○ Teacher: “sq, /skw/ /skw/ /skw/” | Students: “sq, /skw/ /skw/ /skw/” |
| ○ Teacher: “sc, /sk/ /sk/ /sk/” | Students: “sc, /sk/ /sk/ /sk/” |
| ○ Teacher: “sm, /sm/ /sm/ /sm/” | Students: “sm, /sm/ /sm/ /sm/” |

Modeling: 3-5 minutes

- Model how to play Relay Race.
 - Lay the s blend flashcards on the floor at one end of the room.
 - You may want more than one of each of the flashcards so that each child will be able to grab the correct flashcard.
 - Show an **s blend** picture card and say the word that matches the picture.
 - Run (hop, skip, jump, etc.) to the other end of the classroom and grab the **s blend** flashcard that matches the word for the picture card.
 - Take it back to the other side of the room.
 - If it is the correct card, then you can walk it back to the card side and get at the end of the line. If it is the wrong card, then run (hop, skip, jump, etc.) back to the cards and switch to find the correct card.

Guided Practice: 5-7 minutes

- Put the students in two lines at the opposite end of the room from the **s blend** flashcards.
- Show an **s blend** picture card.
- Both teams can shout out the word that matches the picture.
- The first student in line runs (hops, skips, jumps, etc.) to the end of the room and grabs the correct **s blend** flashcard and brings it back to their line.
 - If it is the correct card they return it back to the cards and get at the end of their team line.
 - If it is incorrect, they run (hop, skip, jump, etc.) back to the **s blend** flashcards and try and grab the correct one.
- Play until everyone has had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 38.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 38 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 38, monitor and give guidance/support/correction/praise, as needed.
- Use page 38 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: “st, /st/ stool”
 - Teacher and students: “sq, /skw/ squirrel”
 - Teacher and students: “sm, /sm/ smoke”
 - Teacher and students: “sw, /sw/ swim”
 - Teacher and students: “sn, /sn/ snake”
 - Teacher and students: “sl, /sl/ sled”
 - Teacher and students: “sk, /sk/ skates”
 - Teacher and students: “sc, /sk/ scarf”

