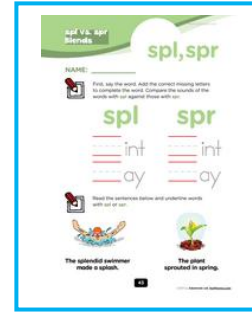


# spl vs. spr Blends (page 39)



## Materials:

- letter flashcards Aa-Zz
- **spl** and **spr** blend flashcards
- individual **spl** and **spr** blend flashcards for each student
- page 39

## 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 three letters have their own sounds, but we say them together quickly or blend them together when we see them in reading.
  - Teacher: “spl, /spl/ /spl/ /spl/”      Students: “spl, /spl/ /spl/ /spl/”
  - Teacher: “spr, /spr/ /spr/ /spr/”      Students: “spr, /spr/ /spr/ /spr/”

## Modeling: 3-5 minutes

- Give each student an **spr** and an **spl** flashcard.
- Say a word that has one of these beginning **s blends**.

- You can choose words from page 43 or any other words that begin with these blends.
- After you say the word, the students will hold up the card that matches the beginning **s blend** sound they heard in the word you said.
- When all the students have shown a card, hold up the correct card that matches the beginning **s blend** sound in the word.
  - Allow students the opportunity to check if they were correct. If not, give them time to hold up the correct card.
- Repeat as many times as is necessary.

### Guided Practice: 5-7 minutes

- Play Which Side Game.
  - Label two sides of the room, the **spl** side and the **spr** side.
  - Have the students stand in a line in the middle of the room, between the two sides.
  - Say a word that has one of the beginning **s blends**. Have the students repeat.
  - If the word has the /spl/ sound, the students slide to the **spl** side. If the word has the /spr/ sound, the students slide to the **spr** side.
- Continue play as long as is necessary.

### Independent Practice: 5-7 minutes

- Explain how to do page 39.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 39 to each student.

### Assessment: (during Independent Practice)

- As the students are completing page 39, monitor and give guidance/support/correction/praise, as needed.
- While walking around the classroom, ask the students to read the sentences at the bottom of the page to you.
- Use page 39 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 by saying the sounds and a word that begins with those sounds.
  - Teacher and students: “spl, /spl/ splint”
  - Teacher and students: “spl, /spl/ splay”
  - Teacher and students: “spr, /spr/ sprint”
  - Teacher and students: “spr, /spr/ spray”

