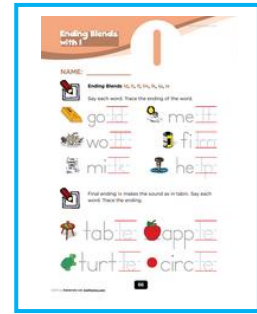


Ending Blends with I (page 10)



Materials:

- letter flashcards Aa-Zz
- **Id, It, If, Im, Ik, Ip** and **le** blend flashcards
- individual **I blend** flashcards, one for each student
- picture cards (gold, melt, wolf, film, milk, help, table, apple, turtle, circle and any other picture cards with the ending **I blends**)
- page 10

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.

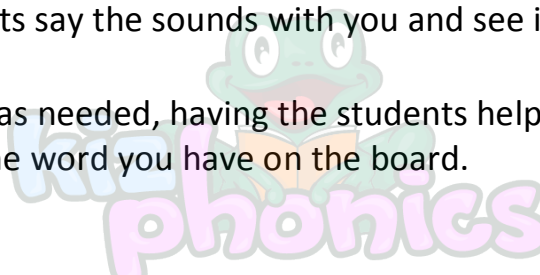
Preview: 5-7 minutes

- Show the **I 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: “Id, /Id/ /Id/ /Id/” Students: “Id, /Id/ /Id/ /Id/”
 - Teacher: “It, /It/ /It/ /It/” Students: “It, /It/ /It/ /It/”
 - Teacher: “If, /If/ /If/ /If/” Students: “If, /If/ /If/ /If/”

- Teacher: “/m, /m/ /m/ /m/” Students: “/m, /m/ /m/ /m/”
- Teacher: “/k, /k/ /k/ /k/” Students: “/k, /k/ /k/ /k/”
- Teacher: “/p, /p/ /p/ /p/” Students: “/p, /p/ /p/ /p/”
- Teacher: “/e, /l/ /l/ /l/” Students: “/e, /l/ /l/ /l/”
 - Point out that the le ending blend will only make one sound, /l/.

Modeling: 5 minutes

- Set each **I 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 page 66 for sample words, write the words on the board leaving off the ending **I blend**.
 - Teacher: “I have the letters go___ 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 **I blend** flashcards from the floor and add it to the back 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 **I blends** to add to the part of the word you have on the board.



Guided Practice: 5-7 minutes

- Play Musical Picture Cards.
 - Place picture cards in a circle, making sure you have enough cards for each child in your classroom. Use the picture cards from this lesson and other picture cards with the different ending **I blends**.
 - Have each child stand next to a picture card.
 - *Hint:* Make sure you talk about walking next to the picture cards and not on the picture cards.
 - Play music and have the students walk around the circle, next to the different picture cards.
 - When the music stops, the students stop next to card they are by. The teacher calls out an ending **I blend**. If the card they are by has the correct ending blend, they stay standing up. If the card they are by does not have the correct ending blend, they sit down.
 - Have the students standing up say the picture card they are standing by.
- Continue playing as long as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 10.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 10 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 10, monitor and give guidance/support/correction/praise, as needed.
- Use page 10 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 **I blends** while showing a picture card.
 - Teacher and students: “Id, /Id/ gold”
 - Teacher and students: “It, /It/ melt”
 - Teacher and students: “If, /If/ wolf”
 - Teacher and students: “Im, /Im/ film”
 - Teacher and students: “Ik, /Ik/ milk”
 - Teacher and students: “Ip, /Ip/ help”
 - Teacher and students: “Ie, /I/ table”

