

br Word Formation (page 11)

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



Materials:

- letter flashcards Aa-Zz
- **br**, **cr** and **dr** blend flashcards
- picture cards (bracelet, broccoli, brush, crayon, crocodile, crab, dragon, drink, draw and any other picture cards with these beginning **r blends**)
- individual blend cards for each student (**br**, **cr** and **dr**)
- individual picture cards for each pair of students (bracelet, broccoli, brush, crayon, crocodile, crab, dragon, drink, draw)
- page 11

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

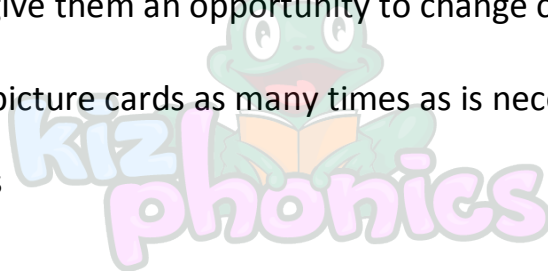
- Show the **r blend** flashcards, pointing out that the two letters have their own sounds, but we say them together quickly or blend them together when we see them in reading.
 - Teacher: “br, /br/ /br/ /br/” Students: “br, /br/ /br/ /br/”
 - Teacher: “cr, /kr/ /kr/ /kr/” Students: “cr, /kr/ /kr/ /kr/”
 - Teacher: “dr, /dr/ /dr/ /dr/” Students: “dr, /dr/ /dr/ /dr/”

Modeling: 5-7 minutes

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

Guided Practice: 5-7 minutes

- Play Memory.
 - Put students into groups of 2 with an individual set of picture cards and **r blend** cards.
 - You will need 3 **br** blend cards, 3 **cr** blend cards and 3 **dr** blend cards.
 - They spread the picture cards out, between them, face down.
 - You can have the students put the **r blends** in one group and the picture cards in another group. Then tell them to draw one **r blend** card and one picture card.
 - They can also just mix them all up.
 - One student draws a card from the cards on the floor. They look at the card and say the word or **r blend**.
 - The same student draws another card and says the word or **r blend**.
 - If the student draws a picture card and the correct beginning **r blend**, they keep the two cards. If they are different, they put the cards back and it is the next person’s turn.
 - They continue play until all of the cards are gone. If there is time left they can spread the cards out and play again.



Independent Practice: 5-7 minutes

- Explain how to do page 11.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 11 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 11, monitor and give guidance/support/correction/praise, as needed.
- Use page 11 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: “br, /br/ bracelet”
 - Teacher and students: “br, /br/ broccoli”
 - Teacher and students: “br, /br/ brush”

