

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

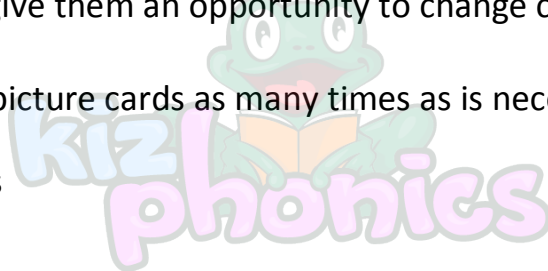
- Give each student the individual blend cards (**br**, **cr** and **dr**).
- Show the students a picture card with one of these beginning **r blend** sounds.
- Say the word and the beginning **r blend**; have the students repeat.
- Now have the students hold up the individual **r blend** card that matches 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 Relay Sort.
 - Make three circles at one end of the room. Label one **br**, one **cr** and one **dr**.
 - Divide the class into two teams.
 - Give the first students in each line a picture card with one of the beginning **r blends**.
 - Teacher says go and the students move to the end of the room with the circles and place their picture card in the correct circle. Then they return back to line.
- Continue until all students have placed a card in a circle.
- Hold up each card and have the students tell you if it is in the correct circle and which **r blend** the word begins with.

Independent Practice: 5-7 minutes

- Explain how to do page 12.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 12 to each student.



Assessment: (during Independent Practice)

- As the students are completing page 12, monitor and give guidance/support/correction/praise, as needed.
- Use page 12 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: “cr, /kr/ cry”
 - Teacher and students: “cr, /kr/ crow”
 - Teacher and students: “cr, /kr/ crib”

