

# cr vs. gr Blends (page 16)



## Materials:

- letter flashcards Aa-Zz
- **cr** and **gr** blend flashcards
- picture cards (cross, crew, crab, crawl, gross, grew, green, grasshopper, grass and any other picture cards that begin with the **cr** or **gr** blends)
- individual card that says **cr** on one side and **gr** on the other for each student
- music of your choice
- page 16

## 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: "cr, /kr/ /kr/ /kr/" Students: "cr, /kr/ /kr/ /kr/"
  - Teacher: "gr, /gr/ /gr/ /gr/" Students: "gr, /gr/ /gr/ /gr/"

### Modeling: 3-5 minutes

- Give each student a card with **cr** on one side and **gr** on the other side.
- Show the students a picture card that has the **cr** sound at the beginning.
  - Teacher: “/kr/ /kr/ cross.” Since the word has the /kr/ sound at the beginning, show the **cr** side of the card.
- Show the students a picture card that has the **gr** sound at the beginning.
  - Teacher: “/gr/ /gr/ gross.” Since the word has the /gr/ sound at the beginning, show the **gr** side of the card.
- Repeat as many times as necessary with different picture cards.

### 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 **cr** or **gr** blends.
    - If you need more picture cards, you can use other **r blends** as well.
  - 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 **cr** or **gr**. If the card they are by has the correct blend, they stay standing up. If the card they are by does not have the correct 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 16.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 16 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 16, monitor and give guidance/support/correction/praise, as needed.
- As you are walking around the room, have the students read the sentences to you at the bottom of page 16.
- Use page 16 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: “Cr, /kr/ cross”
  - Teacher and students: “Cr, /kr/ crew”
  - Teacher and students: “Gr, /gr/ gross”
  - Teacher and students: “Gr, /gr/ grew”

