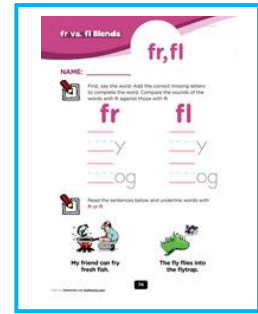


fr vs. fl Blends (page 18)



Materials:

- letter flashcards Aa-Zz
- **fr** and **fl** blend flashcards
- picture cards (fry, frog, friend, fly, flog, flytrap and any other picture cards that begin with the **fr** or **fl** blends)
- individual card that says **fr** on one side and **fl** on the other for each student
- 2 flyswatters
- page 18

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 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: “fr, /fr/ /fr/ /fr/” Students: “fr, /fr/ /fr/ /fr/”
 - Teacher: “fl, /fl/ /fl/ /fl/” Students: “fl, /fl/ /fl/ /fl/”

Modeling: 3-5 minutes

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

Guided Practice: 5-7 minutes

- Place the blend flashcards (**fr** and **fl**) on the floor.
 - You may choose to place more than one copy of the blend flashcards on the floor.
 - To make it more challenging, you may also add other **r** and **l** blend flashcards to the floor so the students really have to look carefully when choosing a blend.
- Play Flyswatter Game.
 - Give two students a flyswatter.
 - The students walk around the blend flashcards that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
 - Teacher calls out and shows a picture card with one of the blend sounds. The students search for the flashcard that matches the beginning blend sound in the word and then hit it with their flyswatters, saying the sound as they do.
 - Give the flyswatters to two new students and start again.
 - Continue play until all the students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 18.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 18 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 18, 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 18.
- Use page 18 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: “Fr, /fr/ fry”
 - Teacher and students: “Fr, /fr/ frog”
 - Teacher and students: “Fl, /fl/ fly”
 - Teacher and students: “Fl, /fl/ flog”

