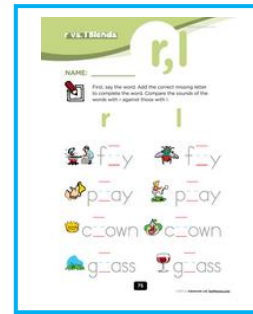


R vs. L Blends (page 19)



Materials:

- letter flashcards Aa-Zz
- **fr, pr, cr, gr, fl, pl, cl** and **gl** blend flashcards
- picture cards (fry, pray, crown, grass, fly, play, clown, glass and any other picture cards that begin with the **r** or **l** blends)
- individual card that says **r blend** on one side and **l blend** on the other for each student
- 2 beanbags
- page 19

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/”
 - Teacher: “pr, /pr/ /pr/ /pr/” Students: “pr, /pr/ /pr/ /pr/”
 - Teacher: “pl, /pl/ /pl/ /pl/” Students: “pl, /pl/ /pl/ /pl/”
 - Teacher: “cr, /kr/ /kr/ /kr/” Students: “cr, /kr/ /kr/ /kr/”
 - Teacher: “cl, /kl/ /kl/ /kl/” Students: “cl, /kl/ /kl/ /kl/”
 - Teacher: “gr, /gr/ /gr/ /gr/” Students: “gr, /gr/ /gr/ /gr/”
 - Teacher: “gl, /gl/ /gl/ /gl/” Students: “gl, /gl/ /gl/ /gl/”

Modeling: 3-5 minutes

- Give each student a card with **r blend** on one side and **l blend** on the other side.
- Show the students a picture card that has an **r blend** at the beginning.
 - Teacher: “/pr/ /pr/ pray.” Since the word has an **r blend** at the beginning, show the **r blend** side of the card.
- Show the students a picture card that has **l blend** at the beginning.
 - Teacher: “/pl/ /pl/ play.” Since the word has an **l blend** at the beginning, show the **l blend** side of the card.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Scatter the picture cards in the center of the room.
- Divide the class into four teams and place them in four lines around the scattered cards.
 - *Hint:* Think of the four lines as the four directions, north, south, east and west on a compass.
- Give the first person in line a beanbag. When you say go, tell them to gently toss the beanbag, trying to land on one of the picture cards scattered in the middle.
- Have the students say the blend sound and name of the picture their beanbag lands on or near.
- They can then go get their beanbag and hand it to the next person.
 - *Hint:* This activity is a lot of fun, but will take some management and control. The students can only throw when you say go and should not go to get their beanbag until all of the students in their group have thrown.
- Continue until all students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 19.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 19 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 19, monitor and give guidance/support/correction/praise, as needed.
- Use page 19 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. Have the students say if it is an **r blend** or **l blend**.
 - Teacher and students: “/fr/ fry” Students: r blend
 - Teacher and students: “/pl/ play” Students: l blend
 - Teacher and students: “/kl/ clown” Students: l blend
 - Teacher and students: “/gr/ grass” Students: r blend

