

Blends with ate (page 20)

Materials:

- letter flashcards Aa-Zz
- **pl, gr, cr, sk** blend flashcards
- **ate** word ending flashcard
- individual blend cards for each student
- individual **ate** cards for each student
- picture cards (plate, grate, crate, skate)
- page 20



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: 5-7 minutes

- Show the **ate** flashcard, pointing out exactly what sounds the letters make.

- You can make sure to talk about how the e at the end of the word is making the a change from the short /a/ sound to the long /a/ sound.
 - The students will be learning more about the long vowels in the next section of the book.
- Teacher: “/a/ /t/ the e is silent, ate” Students: repeat
 - You can repeat this multiple times and ask individuals to blend the sounds together as well.
- Today we will see what words we can make if we put different blends in front of the word ending **ate**.

Modeling: 5 minutes

- Set the **ate** flashcard on the floor.
 - You can also place it on the whiteboard ledge or on the whiteboard. It just needs to be within the students’ reach.
 - Teacher: “I have the word ending **ate** on the board. I wonder what blend can make this into a word. I am going to try some different blends to see if I can make a word.”
 - The teacher should choose one blend flashcard and add it to the front of the word ending **ate**.
 - Have the students say the sounds with you and see if you were able to make a word.
- Now tell the students they are going to be working with you to make **ate** words with different beginning blends.

Guided Practice: 5-7 minutes

- Give each student an **ate** word ending card as well as a **pl**, **gr**, **cr** and **sk** beginning blend card.
 - Have them place the beginning blend cards in a line at the top of their work space and the **ate** word ending card in the middle of their work space.
 - Show a picture card and say the word that matches the picture. Have the students repeat.
 - Now have the students pull down the correct beginning blend card and place it in front of the **ate** word ending card.
 - The teacher can walk around and help and guide students as needed.
 - Then, the teacher makes the word with their own flashcards on the whiteboard so that all the children can self-correct their work.
 - After everyone has made the word, practice saying each part and then blending the parts together to read the word.
 - Move the blend back to the top and continue with the rest of the picture cards.

Independent Practice: 5-7 minutes

- Explain how to do page 20.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 20 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 20, monitor and give guidance/support/correction/praise, as needed.
- Use page 20 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review each word using the blend flashcards and **ate** word ending flashcard.
 - Teacher and students: “/pl/ /ate/, plate”
 - Teacher and students: “/gr/ /ate/, grate”
 - Teacher and students: “/kr/ /ate/, crate”
 - Teacher and students: “/sk/ /ate/, skate”

