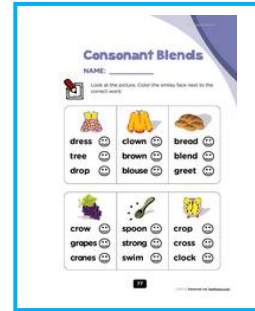


Consonant Blends (page 21)



Materials:

- letter flashcards Aa-Zz
- **dr, bl, br, gr, sp** and **cl** blend flashcards
- picture cards (dress, blouse, bread, grapes, spoon, clock)
- word cards (dress, blouse, bread, grapes, spoon, clock)
- individual set of picture cards and words cards for each pair of students
- page 21

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 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: “bl, /bl/ /bl/ /bl/” Students: “bl, /bl/ /bl/ /bl/”

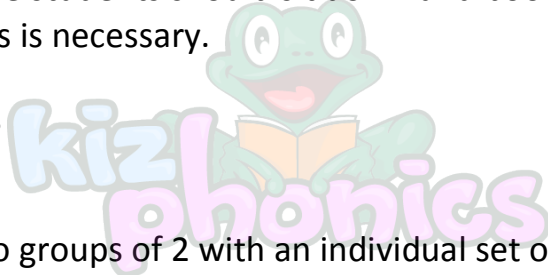
- | | |
|---------------------------------|--------------------------------|
| ○ Teacher: "cl, /kl/ /kl/ /kl/" | Students: "cl, /kl/ /kl/ /kl/" |
| ○ Teacher: "sp, /sp/ /sp/ /sp/" | Students: "sp, /sp/ /sp/ /sp/" |
| ○ Teacher: "dr, /dr/ /dr/ /dr/" | Students: "dr, /dr/ /dr/ /dr/" |
| ○ Teacher: "br, /br/ /br/ /br/" | Students: "br, /br/ /br/ /br/" |
| ○ Teacher: "gr, /gr/ /gr/ /gr/" | Students: "gr, /gr/ /gr/ /gr/" |

Modeling: 5 minutes

- Show the students a picture card with the matching word card.
- Ask the students if they know what the word is by the letters they see in the word and the picture.
- Practice reading the word together, emphasizing the blend you hear at the beginning.
- Repeat this with all the picture cards and words one time.
- Now mix up the picture cards and word cards and show them again, one picture card with one word card.
- If they match, the students should stand up and cheer.
- If they do not match the students should sit down and boo.
- Continue this as long as is necessary.

Guided Practice: 5-7 minutes

- Play Memory.
 - Put students into groups of 2 with an individual set of picture cards and word cards.
 - They spread the picture cards and word cards out, between them, face down.
 - You can have the students put the picture cards in one group and the word cards in another group. Then tell them to draw one picture card and one word card.
 - They can also just mix them all up.
 - One student draws a card from the cards on the floor. They look at the card and say the word or name of the picture.
 - The same student draws another card and says the word or name of the picture.
 - If the student draws a picture card and the correct word card, they keep the two cards. If they are different, they put the cards back and it is the next person's turn.
 - They continue play until all of the cards are gone. If there is time left they can spread the cards out and play again.



Independent Practice: 5-7 minutes

- Explain how to do page 21.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 21 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 21, monitor and give guidance/support/correction/praise, as needed.
- Use page 21 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 words while showing a picture and word card.
 - Teacher and students: “/dr/ /ess/, dress”
 - Teacher and students: “/bl/ /ouse/, blouse”
 - Teacher and students: “/br/ /ead/, bread”
 - Teacher and students: “/gr/ /apes/, grapes”
 - Teacher and students: “/sp/ /oon/, spoon”
 - Teacher and students: “/kl/ /ock/, clock”