

# Blending Initial Sounds Lesson

Angela Gotcher

Date: 2/28/19

Grade: 1st	Subject: English Language Arts: Phonics
Materials: half sheets with words that have initial phoneme blends (see sample), small toy cars or trains, whiteboard and marker, crayons	Technology Needed:
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>€ <u>Direct instruction</u></li> <li>€ <u>Guided practice</u></li> <li>€ Socratic Seminar</li> <li>€ Learning Centers</li> <li>€ Lecture</li> <li>€ Technology integration</li> <li>€ Other (list)</li> </ul> <ul style="list-style-type: none"> <li>€ Peer teaching/collaboration/operative learning</li> <li>€ Visuals/Graphic organizers</li> <li>€ PBL</li> <li>€ Discussion/Debate</li> <li>€ <u>Modeling</u></li> </ul>	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <li>€ <u>Large group activity</u></li> <li>€ <u>Independent activity</u></li> <li>€ Pairing/collaboration</li> <li>€ Simulations/Scenarios</li> <li>€ Other (list)</li> </ul> <p>Explain:</p>
<p>Standard(s)</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Demonstrate use of <u>beginning</u> and ending blends</p>	<p>Differentiation</p> <p>Low Proficiency: Students will produce individual phonemes, but will have difficulty blending them together and decoding the entire word.</p>
<p>Objective(s)</p> <p>By the end of the lesson, students will be able to decode and understand written words with initial phoneme blends by identifying and producing the two individual phonemes slowly and at increasing speed using the image of a car going at different speeds.</p> <p>Bloom's Taxonomy Cognitive Level: Knowledge, Application</p>	<p>High Proficiency: Students will produce the initial blend and decode the entire word with ease and also understand the meaning of the word.</p> <p>Approaching/Emerging Proficiency: Students will produce initial phonemes individually and blended and then add them to the other phonemes in the word to decode the entire word.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> <li>• Visual: Students will be able to see the written word on the different sheets that they are given. They will also be drawing pictures to show the meaning of the word.</li> <li>• Auditory: Students will be encouraged to do the activity out loud so that they can hear themselves make the sounds. The teacher will also do the guided practice out loud so that the students can hear how blending is done.</li> <li>• Kinesthetic: During the Explain portion of the lesson, students will be taking turns getting up and driving the car under the word for the teacher. Students will also be independently moving their cars on their paper which will incorporate some movement into the lesson.</li> <li>• Tactile : Students will be manipulating a toy car at different speeds which will add a tactile experience to the lesson</li> </ul>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> <li>• Have students' names on the pages at a spot at the table so that students can just find the place where their name is when transitioning from large group to independent work.</li> <li>• When getting the attention of the class, count down from 5 so that students have time to finish thoughts and activity before regrouping.</li> </ul>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> <li>• Students will be expected to walk when making the transition from large group to independent work.</li> <li>• Students will be expected to perform the Explore activity out loud, but must keep their voices low.</li> <li>• When demonstrating, each student will follow the procedure that the teacher has explained, not just play with the car.</li> </ul>

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Minutes	Procedures
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>● Prepare at least 3 half sheets for each student with different words from 4 phoneme word list. Vowels will be in red ink and consonants in blue ink.</li> <li>● Put 3 half sheets and a toy car at each students work area to start.</li> <li>● Set out crayons for each student.</li> <li>● Choose 3 or more words to do on the whiteboard: drum, swim, spin, skip, stop, drop, flop, spot</li> <li>● Choose 1 3-phoneme word for the Engage activity: bat</li> </ul>
	<p><b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> <li>1. Bring students to the area in front of the whiteboard.</li> <li>2. Show them the toy car and explain that this car is going to help them learn to sound out words. Tell them that they will each have their own car when they go to their spots at the table/desks</li> <li>3. Write a 3 phoneme word, such as “bat” on the board on the board with vowels in red and consonants in blue</li> <li>4. Ask the students how many consonants they see at the beginning of the word and give time for students to reply.</li> <li>5. After students respond, say “I see 1 consonant at the beginning of this word” and point to the initial consonant.</li> <li>6. Tell the students that you are going to sound out the word slowly with them.</li> <li>7. Say, “first the car goes slowly and stops at each letter.”</li> <li>8. Have a student drive the car beneath the word, stopping at each letter. “Show us how the car moves slowly and stops at each letter” Say the sounds and encourage the students to say the sounds with you.</li> <li>9. Say, “Next the car moves faster and does not stop” Have another student drive the car beneath the word quickly. “Show us how the car goes faster and does not stop.” Blend all sounds together to produce the word and encourage the students to sound out the word with you.</li> <li>10. Write a new word on the board, this time with 4 phonemes, such as “drum” the first two being a consonant blend.</li> <li>11. Ask the students how many consonants they see at the beginning of this word and leave time for them to respond.</li> <li>12. Say, “I see two consonants at the beginning of this word. Today we are going to learn how our toy cars can help us sound out this kind of word.”</li> </ol>
	<p><b>Explain:</b> (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> <li>1. Explain to the students that when there are two consonants at the beginning of a word, we have to say them together. Tell the students that when we say the sounds together, we BLEND them.</li> <li>2. “First, we will drive the car slowly, stopping at each consonant like we did on our last word.”</li> <li>3. Say the two initial phonemes separately as a student drives the car under them. Encourage the students to say the sounds with you. Repeat them more than once.</li> <li>4. “Next, we will drive the car faster, saying the sounds together without stopping”</li> <li>5. Have another student drive the car quickly beneath the two initial letters. Say the blended phonemes, encouraging the students to say the blend with you.</li> <li>6. “We blended the two sounds! Now we will add the blended sounds to the rest of the sounds in the word”</li> <li>7. Have another student drive the car under the entire word. First say all the sounds in the word slowly. Then have the student drive the car under the word faster. Say the sounds of the word blended together.</li> <li>8. Have the students to repeat the word as a class to assess how many of the students were able to follow the procedure and decode the word.</li> <li>9. Repeat the process (steps 2-8) with another word, such as “swim” having different students drive the car beneath the word, this time encouraging the class to say the sounds without you.</li> <li>10. Repeat the process another time with “spin”, calling on individual students to say the different sounds, blends, and word (steps 3, 5, 7, and 8) and then having the whole class say them together.</li> </ol>
	<p><b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> <li>1. Explain to the students that they will now get to drive the cars by themselves. Explain that the students will now go to their desks and will get a couple minutes to play with the cars before the work begins. Establish with the students that when they here you count down from 5, they need to bring their attention back to you.</li> <li>2. After they have had a couple minutes to explore their materials, get the attention of the class by counting down.</li> <li>3. “Look at the roads on your papers. This is where your car can drive. Drive the car slowly first and say the sounds slowly. Once you say all the sounds slowly, you can drive the car faster. When you drive the car fast, blend the sounds together. See if you can figure out what the whole word is and then draw a picture for each word.”</li> <li>4. Allow the students ample time to complete at 3 or more words. If students have finished the words in front of them, including the pictures, give them more to practice on.</li> </ol>
	<p><b>Review</b> (wrap up and transition to next activity):</p>

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1. Once all students have completed at least 3 words, have the class come back to the whiteboard. Have a couple students demonstrate one of the words they did for the class. Have them sound the word out slowly and quickly with blending. They can also show the picture that they drew for that word.

Formative Assessment: (linked to objectives, during learning)

- Progress monitoring throughout lesson (how can you document your student's learning?)

1. During the Explain portion of the lesson, the teacher will be watching the class when the class responds as a group and determining which students are responding. By being aware of which students are giving answers, the teacher will know who will need more assistance in the Explore portion.
2. In step 10 of the Explain process, the teacher will be calling on individual students and will be able to assess how they are grasping the content by listening to the way they are or are not able to identify, sound out, and blend the phonemes associated with the letters in the word.
3. During the Explore section, the teacher will go around to the different students and look to see whether they are employing the different speeds of the car demonstrated in the lesson.
4. The teacher will also listen to see if the students are able to blend consonant sounds while they are independently working.
5. The teacher will be able to look at the papers in front of the students and see if the pictures they are drawing match the words that are on the paper. This will tell the teacher whether the students are understanding the words that they are decoding.

Summative Assessment (linked back to objectives, END of learning)

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I did not teach this lesson in an actual elementary classroom. However, I was able to present it to some peers who offered some feedback.

This lesson could be improved by incorporating some higher level thinking. This could be done by asking students to reflect on why they use blending. They could also be prompted to think of other ways to practice blending, like with their finger or with a pencil. I would encourage students to make the connection to their reading in their own books, maybe even having them find words with blends in their books as part of the lesson. Adding an activity where they are identifying blends in their book would be a good opportunity to differentiate for high flyers.

My peers also suggested making the beginning of the lesson more interesting to draw the students in. This might be a good time to incorporate some music, such as a song on blending. This would bring in another an engaging way of learning, especially for those who are musically inclined.

<http://blog.maketaketeach.com/wp-content/uploads/2012/08/Phoneme-Segmentation-Words.gif>

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