

Phonological Awareness

GRADE 1 • LESSON 10

Learning Objective

Blend spoken phonemes to produce one-syllable words, including consonant blends.

Lesson Duration

10–15 minutes daily instruction and practice across the week

Listening Activity

Begin each day's instruction with a daily listening activity to get students ready to listen for and manipulate the sounds. Refer to the Daily Listening Activities for suggestions.

Materials

- Picture Cards

Note: When isolating phonemes in words, be sure to pronounce only the individual phoneme and not say additional sounds. For example, when pronouncing the /b/ sound, do not say /b/-/ah/.

Phoneme Blending

Introduce and Teach (I do)

Review with students that words have beginning, middle, and ending sounds. Explain that we can blend the sounds of a word to say the word.

Model blending sounds in CVC, CCVC, and CVCC words. Blend the sounds slowly, and repeat blending the sounds while increasing the rate until the sounds blend together as a whole word.

Say: *I am going to blend the sounds of a word to say the word. Listen as I blend the sounds /r/-/a/-/n/, /r/-/a/-/n/, ran. When I blend the sounds /r/-/a/-/n/, I say the word ran. Listen as I blend the sounds /l/-/a/-/n/-/d/, /l/-/a/-/n/-/d/, land.*

Continue to model blending using the following words: *sun, fan, ram, drop, soft, flag.*

Apply (We do)

Invite students to blend phonemes to say words with you. Start slowly with CVC words and gradually increase the speed of blending. Add CVCC and CCVC words.

Say: *Let's blend sounds in words together. Say these sounds with me slowly: /v/-/a/-/n/. Let's blend the sounds faster and say the word /v/-/a/-/n/, van.*

Say these sounds with me slowly: /k/-/l/-/i/-/p/.

Now let's blend the sounds faster and say the word, /k/-/l/-/i/-/p/, clip.

Guide students to blend sounds using the following words: /l/-/i/-/t/, *lit*; /h/-/a/-/d/, *had*; /r/-/u/-/g/, *rug*; /t/-/o/-/p/, *top*; /s/-/e/-/t/, *set*. Add words with four phonemes and guide students to blend the sounds using the following words: /s/-/t/-/o/-/p/, *stop*; /p/-/l/-/a/-/n/, *plan*; /t/-/r/-/i/-/p/, *trip*.

Increase the rate of blending, asking students to listen to the sounds and then say the word with you. Use the following words: /k/-/a/-/t/, *cat*; /f/-/i/-/n/, *fin*; /m/-/e/-/t/, *met*; /l/-/o/-/f/-/t/, *loft*; /w/-/i/-/n/-/d/, *wind*; /g/-/o/-/l/-/d/, *gold*; /t/-/r/-/i/-/m/, *trim*; /s/-/l/-/o/-/b/, *slob*; /k/-/l/-/a/-/p/, *clap*.

Practice (You do)

Invite students to practice blending sounds in words on their own. Say the sounds in a word and ask students to blend the sounds to say the word.

Use the following sounds: /g/-/l/-/a/-/d/ (*glad*), /s/-/l/-/a/-/m/ (*slam*), /s/-/p/-/i/-/n/ (*spin*), /k/-/r/-/o/-/p/ (*crop*), /f/-/r/-/i/-/z/ (*frizz*), /f/-/l/-/i/-/p/ (*flip*), /k/-/l/-/u/-/b/ (*club*), /s/-/t/-/i/-/l/ (*still*), /k/-/a/-/s/-/t/ (*cast*), /h/-/e/-/l/-/p/ (*help*), /s/-/i/-/n/-/k/ (*sink*), /l/-/e/-/f/-/t/ (*left*), /d/-/e/-/s/-/k/ (*desk*).

Observe students as they blend phonemes in words. Invite volunteers to blend sounds in specific words to check their understanding.

Reteach and Enrich the Objectives

Place students into groups based on informal observations during the check for understanding or after the optional formal assessments to help guide reteaching and enrichment opportunities.

Reteach the Objectives

Stand up and say it: Have students practice blending the sounds in CVC words. Segment the sounds in a word for students and ask them to blend the sounds to say the word. As soon as students know the word, have them stand up and say it. Use the following sounds: /f/-/a/-/n/, /r/-/a/-/n/, /m/-/a/-/n/, /y/-/e/-/s/, /r/-/a/-/m/, /w/-/i/-/n/, /f/-/i/-/n/, /s/-/u/-/m/, /s/-/u/-/n/, /g/-/a/-/s/, /t/-/a/-/n/, /d/-/i/-/p/, /s/-/o/-/b/. Model for students by slowly drawing out the sounds as you blend the phonemes.

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Blend the sounds: Give pairs of students a set of picture cards (belt, drum, bank, desk, milk, gift, tent, clip). Segment each picture word into its phonemes. Say the segmented sounds, but do not blend the sounds. Invite students to work with a partner to blend the sounds and say the word. Have each pair hold up the picture card that matches the word. Repeat with the remaining picture cards.

Enrich the Objectives

Play a game of Teacher Says. Have students form a line. Give them instructions by segmenting the sounds of the instruction word. For example, you might say *Teacher says /j/-/u/-/m/-/p/*. Encourage students to blend the sounds and complete the action. Repeat with the following words: */s/-/i/-/t/, /t/-/a/-/p/, /r/-/u/-/n/, /k/-/l/-/a/-/p/, /s/-/n/-/a/-/p/, /l/-/i/-/f/-/t/, /d/-/r/-/o/-/p/*.