

CREATING WORDS WITH BLENDS

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Reading-Blends

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Grade Level: 1

Academic Standards: Reading, Writing, Speaking, and Listening Standards-Learning to read independently-1.1.3-C. Use knowledge of phonics, word analysis (e.g. root words, prefixes, and suffixes), syllabication, and picture and context clues to decode and understand new words during reading.

Objectives:

- Students will be able to identify blends.
- Students will be able to make words using beginning blends.

Cross-curricular integration: none

Materials: “Creating words with blends” packet and bulletin board pack

Vocabulary: none

Instructional Procedures:

- Anticipatory set: Introduce the lesson by showing a plant, a blanket, a school and so forth. Ask the students what all the items have in common. (They are all blends!) Tell the students that they will be discovering what the blends are.
- Developmental Activities: Have a bulleting board set up with columns for appropriate blends and pictures to go with the blends.
 1. Ask the students to place a picture in the correct blend column.
 2. Have enough pictures so each student gets (at least) one turn.
- Closure: Ask the students to have a seat and tell you what they think a blend is. They could name some blends as well.

Assessment:

- Assess the student’s ability to orally describe blends.
- Evaluate the student’s use of blends by having them write five sentences using five different blends.

Extension/Enrichment:

- Students can work with one another using the “creating words with blends” packet. They must create words and write them down. *Note: the words they create should be words that we use in our language and not goofy made up ones.

Special Needs Adaptations:

- Have a copy with appropriate print for the hearing and/or visually impaired students.
- Include written directions for the hearing and/or visually impaired students.