

WORD BLENDS

fifth series

PHONICS WITH MRS. WASSON



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Reading for Beginners

TERMS OF USE

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happy learning
FROM MRS. WASSON

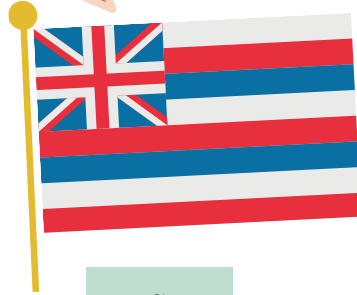


LESSONS

WEEK

1

click the images
to access the
videos



fl

PAGE 8 DAY 1



sn

18 DAY 2

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Word Blend Schedule and Homework Words

We recommend that you have create homework the first four days of the school week for your little learner. On handwriting paper, write two to three different blend words for the bend learned that day. When you write each word, write it in dashes so your learner is tracing. Then leave room for them to copy that same word again without prompts. We've provided a list of easier blend words for each day.

Week #1

wh: wheel, whale, whisk, wheat, who,
what, when, where, why
fl: fly, flag, flip, flew, floss, floor, flee,
flash, float, flower
sh: shy, she, shirt, shop, shock, share,
shark, shelf, shore
pr: pry, pray, prize, proof, pretty, price,
print, prop

Week #2

cr: crab, crawl, crew, craft, cram,
crate, crib, crown, crack
ch: chin, chop, charm, chimp, chain,
choir, cheese, chair, chick, chat
gl: glad, glam, globe, glide, glue,
glow, glass, glove
tr: train, trip, tree, trim, try, true, truck,
trap, track

Week #3

sl: sly, slim, slime, slow, slide, slice, slug,
slip, slit
st: stop, still, star, store, stove, storm,
stem, stay, stir, stick, stone, stool
th: thumb, three, them, throw, think, third,
that, this, there, thick, thin, thorn
sn: snail, snob, snap, sniff, snore,
snake, snow, snack, snot, snort

Week #4

bl: blue, blog, black, blame, blink, blind,
blew, blow, blood, blast, blend, block
cl: clap, clue, class, clown, clip, club, climb,
clay, clam, clock, close, cloud, clover
gr: great, grate, grip, grow, grill, grab, gray,
grain, grave, grape, graph, grin
br: break, bread, brush, bridge, brown, brass,
brick, broom, bride, brave, braid, brain

Week #5

fr: free, fry, frost, from, frill, fruit, frown, friend,
frog, fries, frown, frozen,
sp: spy, spin, spell, spot, spit, spine, spider, spa,
sport, spoon, space, spin
sw: swan, sweet, swipe, sweep, switch, swing,
swim, swat, sway, swab, swamp, swallow
dr: draw, drink, dry, drag, drama, drop, drive,
drain, drown, drill, drip, drone

Week #6

sm: smile, small, smell, smash, smear, smoke,
smart, smack, smog, smug, smirk, smore
pl: plan, plane, place, plant, plug, plain,
plow, plum, play, plate
sk: skill, skirt, skit, sky, skull, skid, skip, skate,
skip
Review!

Word Blend Incentive

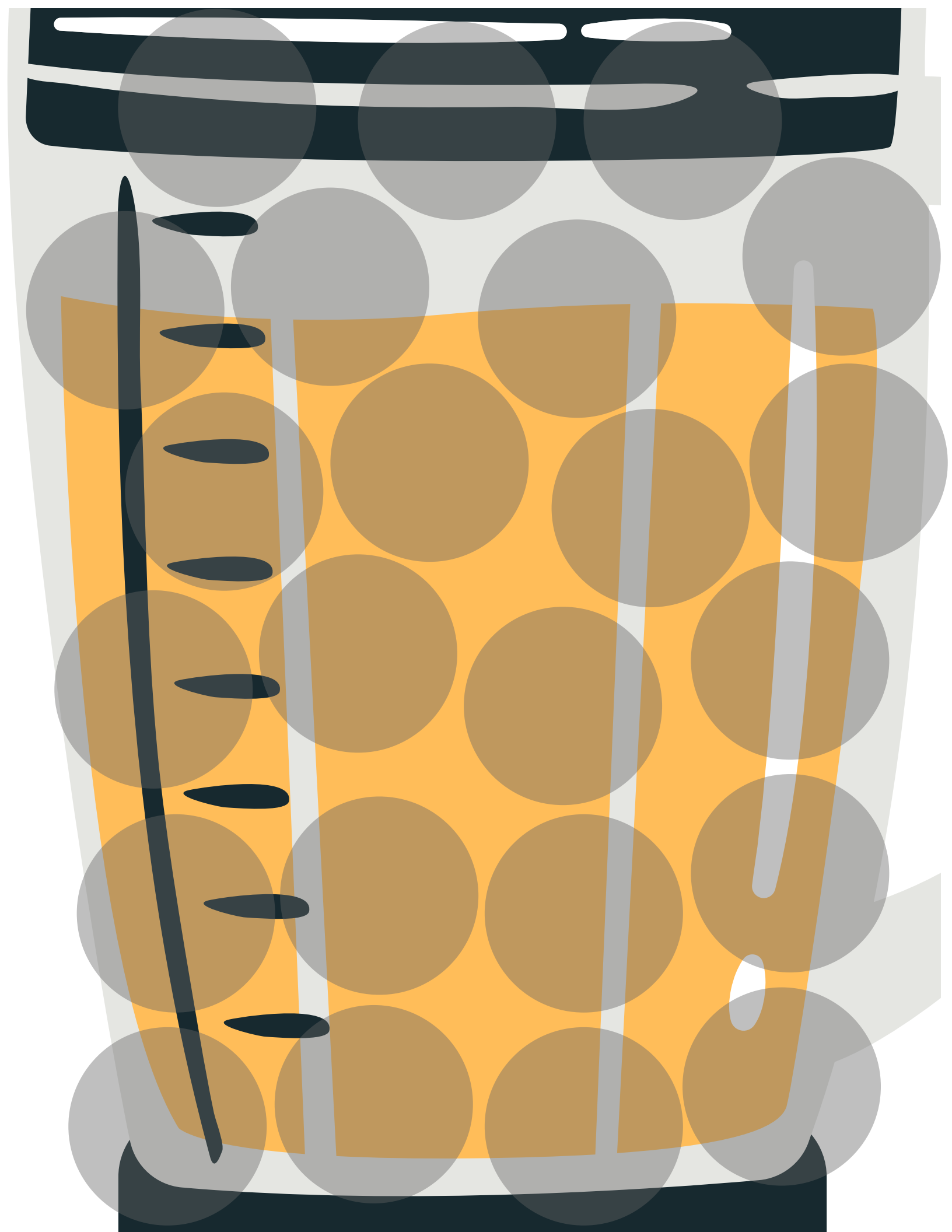
A great way to help your little learners stay motivated to learn their blends is a Blender Party! You can explain to them at the beginning of this series that once they've completed their blends they can make smoothies and milkshakes with a blender.

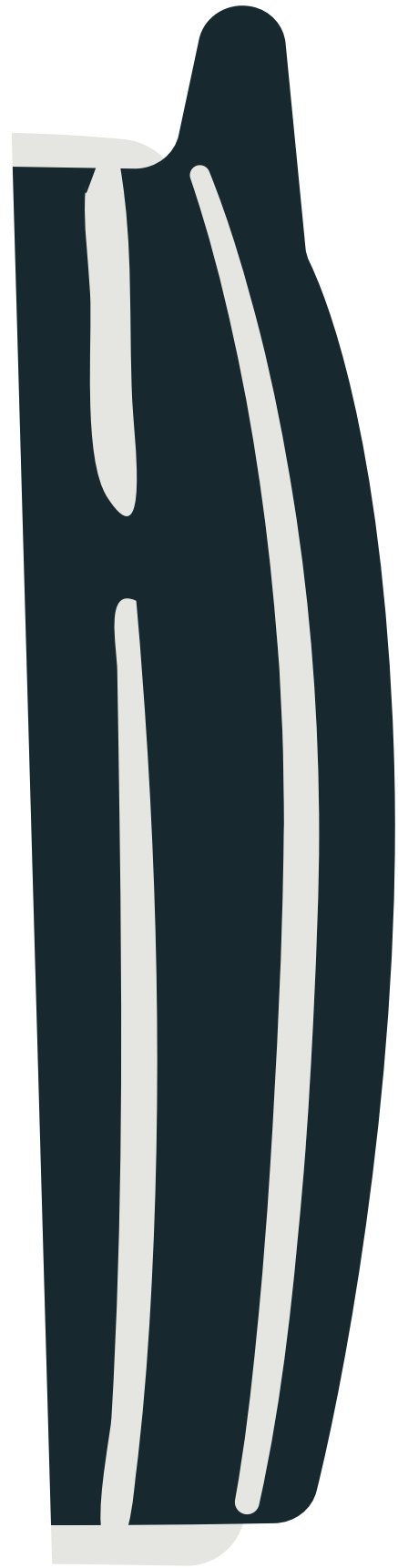
We've created these blend trackers for you to display. Doing so will help your learners remember what blends they've learned, and motivate them to continue learning. In our videos, you'll see we use a caterpillar to display our trackers, but feel free to use what works for you. In case you're planning to do a blender party, we're providing a blender printout to display your trackers on. The shaded spots in our blender will help you and your learners track how many more blends are needed to reach your Blender Party! We hope it brings lots of engaging and fun experiences. Happy learning!

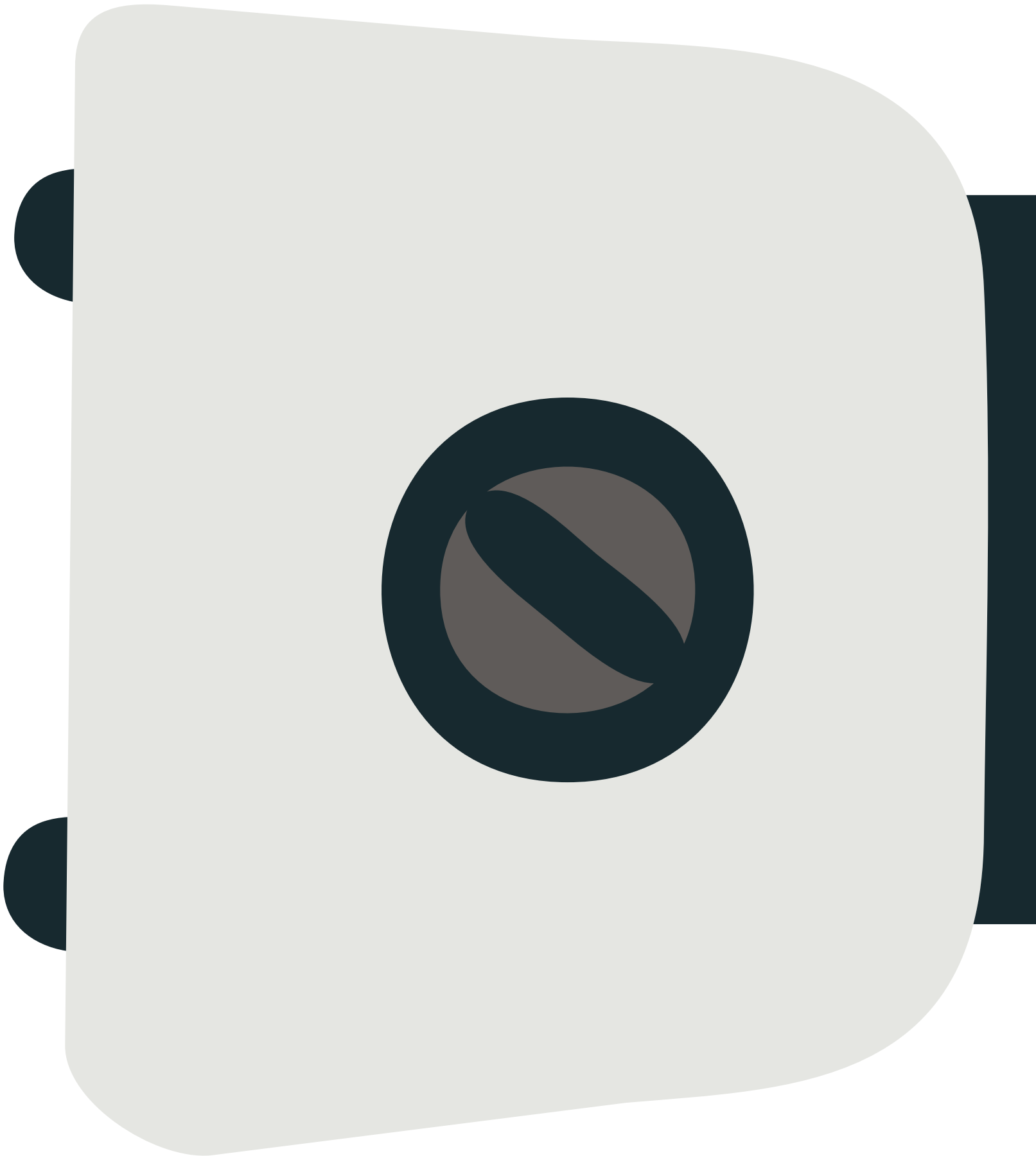


To create:

This DIY tracker chart is in pieces to create a large but home printer friendly version. There's just four pieces to glue together to make the blender. Here's an overview of how the pieces should come together.







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Word Blend fl-

Materials Needed

- flashlight
- flowers
- bee puppet
- 4 fabric scraps to use as flags
- coin/ coins (1 per each pair)

Word Blend fl-

Concept: Read and write fl- blends.

Day 2

Review: Use a flashlight to point to the sight words and read them together.

Introducing Word Blend fl-

- **Blending Activity:** Introduce today's blend. Place it's circle in your blender chart. Choose one child to hold the letter 'f' poster and another hold the letter 'l' poster. Sound out the two letters separately then have the two take a step closer to one another. With each step read each letter sound again, and as they step closer you start to blend the letters until you get the fl- sound.
- **Song:** Write fly and flashlight on the white board and draw a picture to go above each. Underline fl in each word. Have two children make their hands into bird shapes and move their hands like their bird is flying as you and the children sing the song "Two Little Blackbirds." Also during the song, use your flashlight to try to 'catch' a child's bird flying before they hide it behind their back.
- **Read Story:** "The Flawed Fly" by Lara Wasson included in this book. Then discuss the storyline. Ask children to recall the words that begin with the fl- blend sound. You can flip through the pages slowly to give them a refresher.
- **Flower Game:** Write flower on the white board with a picture above it. Put some flowers on the ground in a circle. Explain to the children that they will be pretending to be butterflies flapping their wings around the flowers. When you signal they must jump on a flower and drink it's nectar before the bee stings them. Choose one child to hold the bee puppet. During the game, sing to the Chickadee tune: "Butterfly, butterfly fly fly away. Butterfly, butterfly happy all day," then signal at "day" to have them jump on a flower before the bee stings them. Repeat.
- **Capture the Flag:** Write flag on the whiteboard with a picture above it. Underline the fl- blend. Have all the kids clear an area. Explain to the children that four of them will get a flag to tuck their flag in their pants and line up on one end of the room. A fifth child will stand in the middle, and try to grab away the four students' flags as they run past. Have the four kids start running from one end to the other when you say "flag" they will run to the other end of the room. If their flag gets taken, they join the middle child. Repeat with new children.
- **Coin Flip:** Write flip on the whiteboard with a picture of a coin. Underline fl-. Show children how to play heads and tails while calling it out as you flip the coin. Arrange children in partners. You can either have each pair come to you for a turn at the game, or give each pair their own coin to flip play within groups.
- **Guided Practice:** Have each child fl on the whiteboard while saying the fl- sound.
- **Sentence Mix Up:** Print the sentences provided within this lesson. During class, pin the sentence "I love butterflies" out of order, and explain that sentences should make sense. Choose a child to order the words correctly. You might need to guide them to know which direction (left to right) a sentence goes too. Repeat this patten with each of the sentences provided.
- **Sentence Formation:** Ask the class to come up with a sentence you can write on the board for everyone using at least two fl- words. Write the sentence while as a class you spell it out loud. Then, read the sentence together. This third time when you read the sentence, ask the children to say 'stop' when you get to an fl- blend so you can underline it. Draw a picture above the sentence to visually illustrate the sentence.
- **Independent Practice:** Have children color, cut and glue the fl- blends to the correct pictures. Afterwards, have the children write an fl- sentence by either copying the one on the board or coming up with their own.

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The Flawed Fly

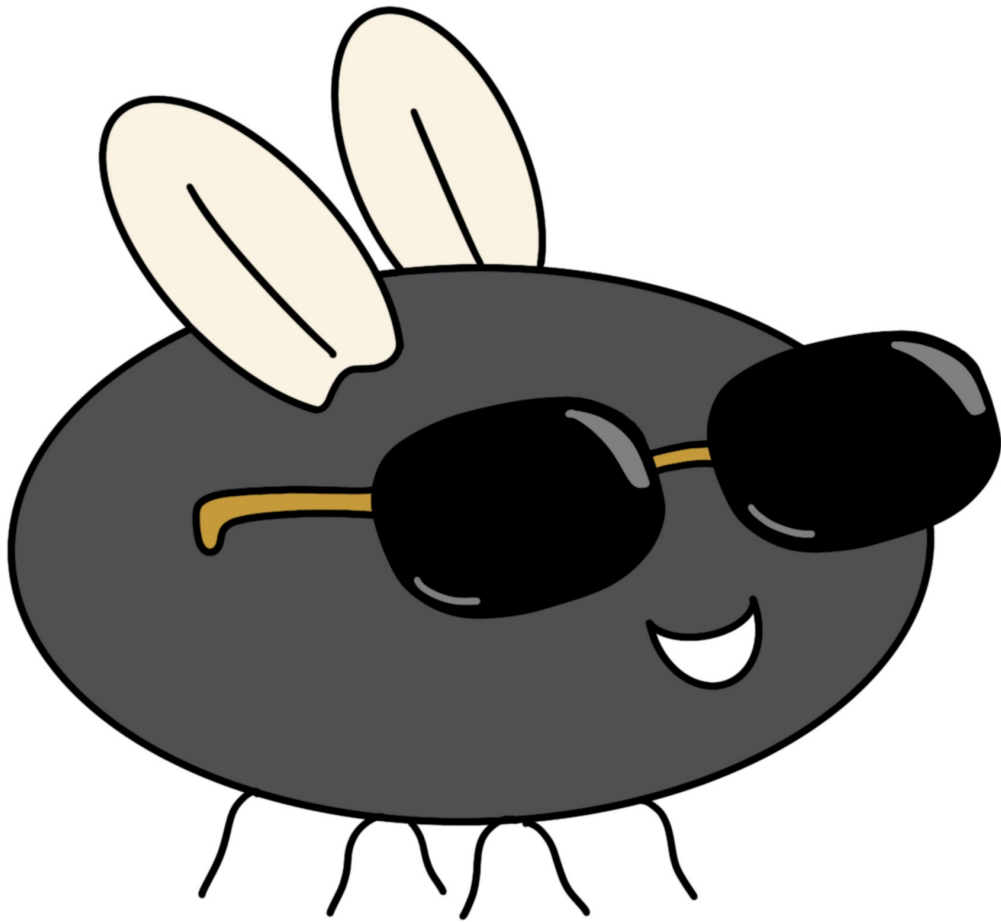
There once was a flashy fly who loved to look good. The only problem was she liked to make others look bad so she could look good. Fly loved to flit and flap around gossiping and saying mean things about others. She spent all her time flapping her wings and whispering mean secrets to all the other animals.

One day fly decided to say mean things about her friend the butterfly. Butterfly was so beautiful and liked to flutter around the flowers. Fly watched butterfly and she was so jealous. Fly made up a mean lie and spread it to all the animals. Fly said "Butterfly is really fluffy and ugly. She paints herself everyday to get those fluorescent colors to look beautiful. If everybody saw butterfly without her paint, they would flip!"

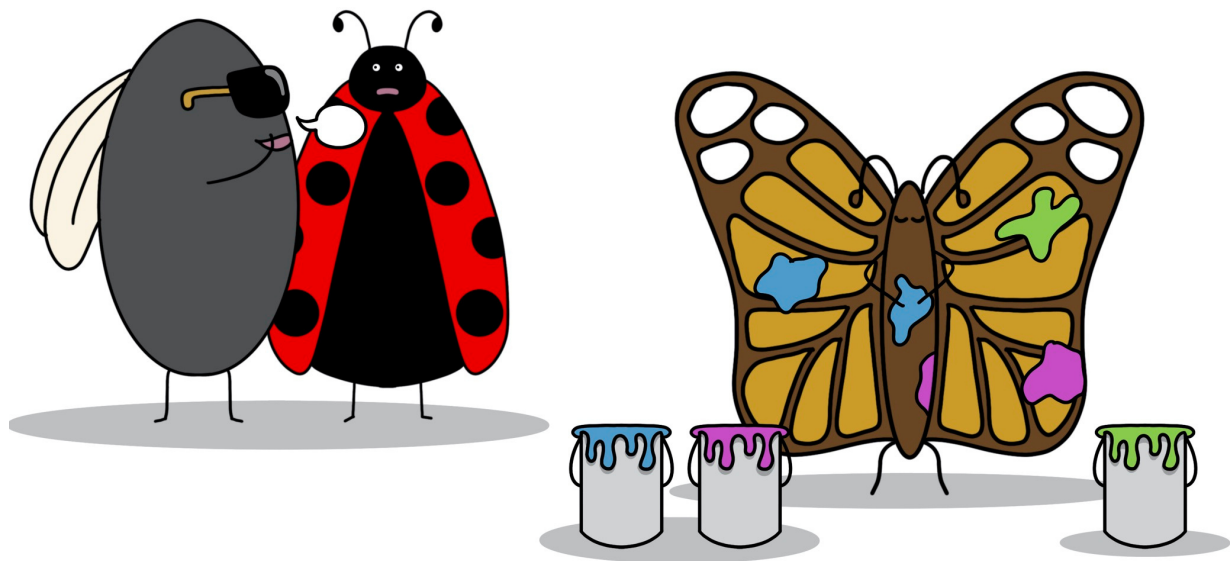
Of course this was a lie. None of the other animals of the forest believed fly's vicious gossip. They knew she was flighty and they let her nonsense float in one ear and out the other ear.

Fly was upset that no one cared what she was saying. She thought everyone would believe her and then flatter her with beautiful flamboyant words. Pretty soon fly became meaner and uglier. Fly's eyes grew big and beady because she was always looking for trouble. Fly's wings turned ugly and grey because fly had stopped flying on flowers and instead looked for stinky messes to fly around. Fly turned ugly inside and outside. To this day fly is ugly and still hanging around stinky things.

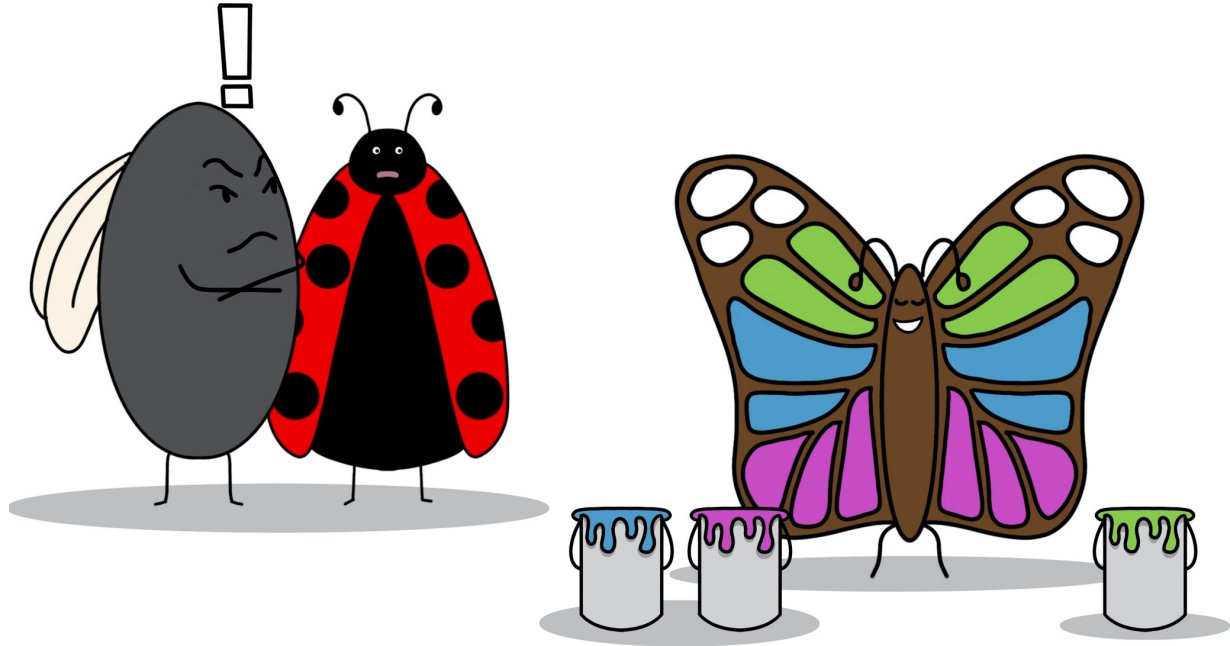
Butterfly, on the other hand, has stayed sweet and beautiful and only fills herself with good things. She has flourished and flown to only good choices. You can always spot butterfly with the flowers, filling herself up with beauty and love.



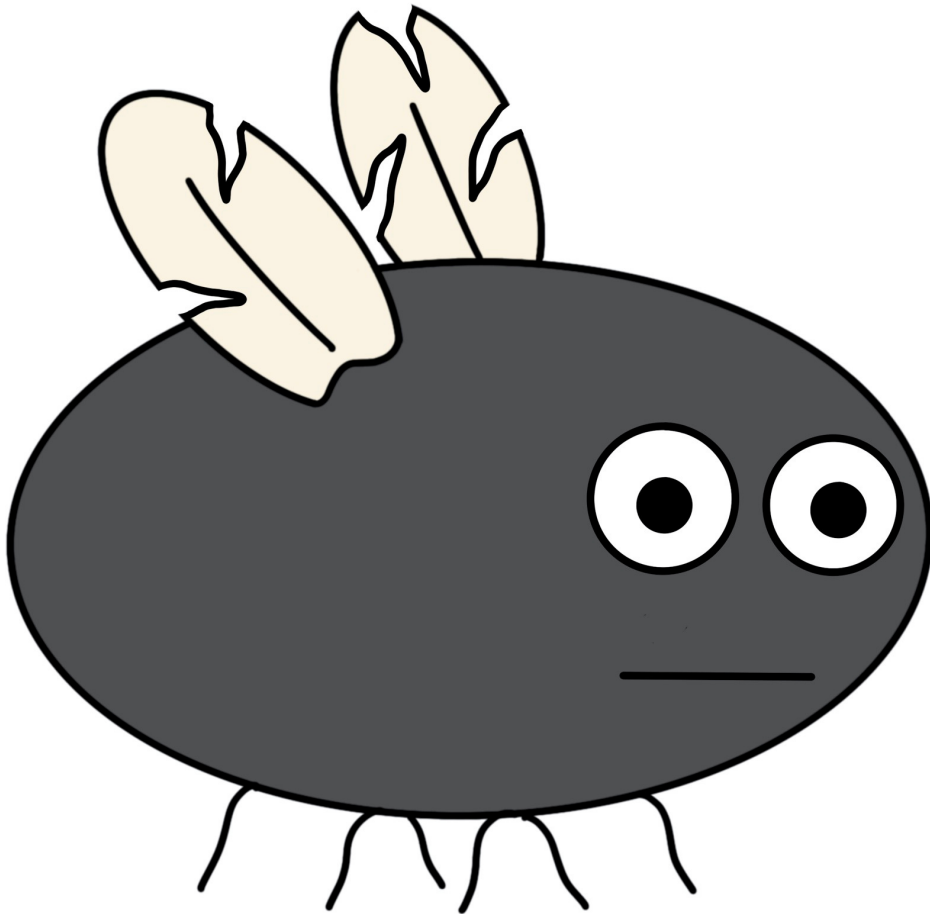
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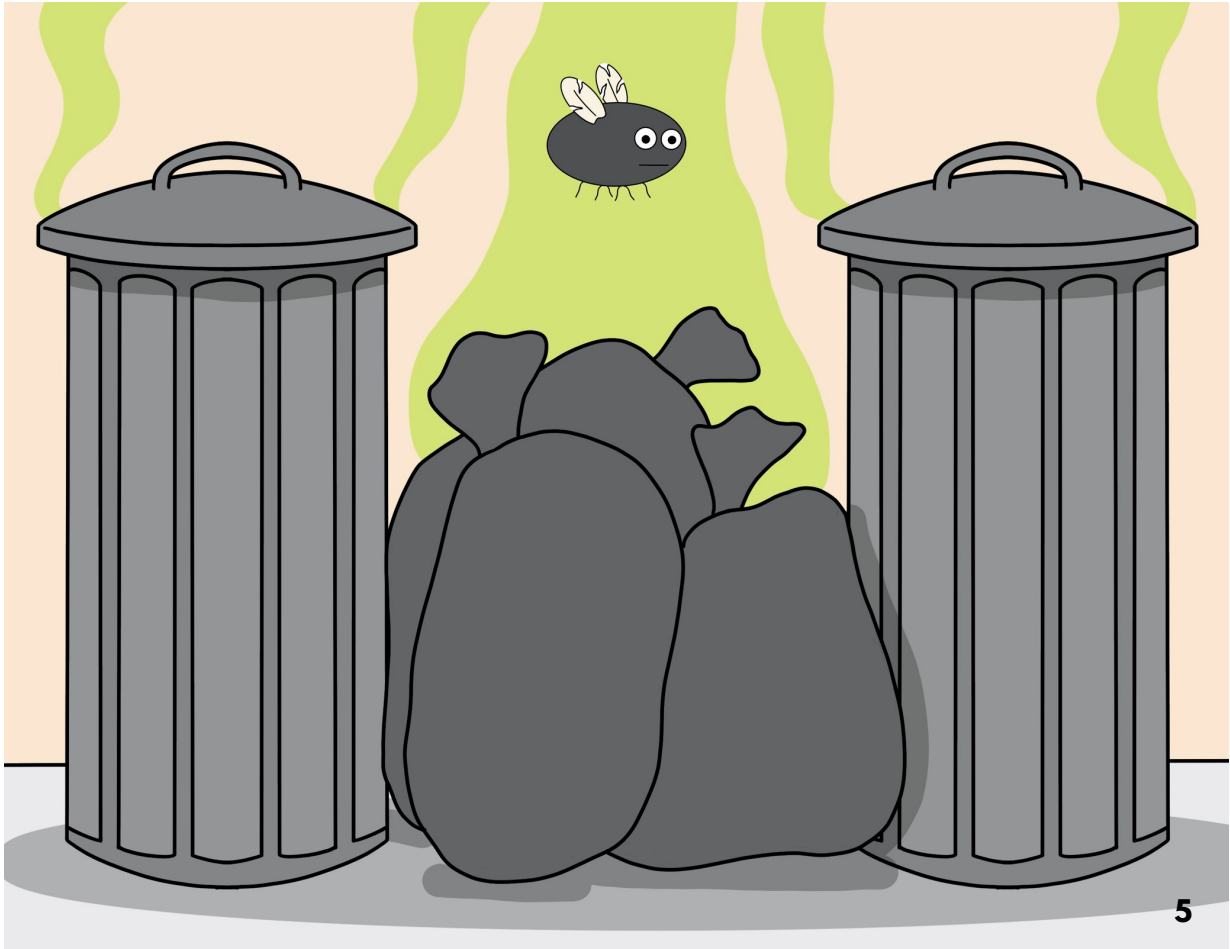
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I love butterflies.

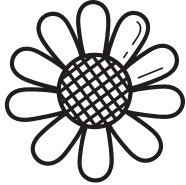
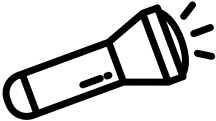

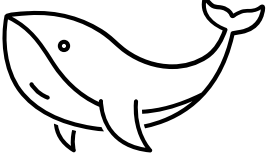
The fly is mean.

The floor is flat.

NAME:

Word Blends Worksheet

First, color the pictures. Then, cut the blends at the bottom of the page and glue them in the correct spot in the chart. There should be one empty spot after gluing. Then, write your favorite completed word blend in a sentence in the lines.

	ower
	ash
	ag
	ale

f l | f l | f l

Word Blend sn-

Materials Needed

- ABC Pocket Chart
- speaker
- crunched up paper (snowballs)
- bed sheet (optional)
- snake prop

Word Blend sn-

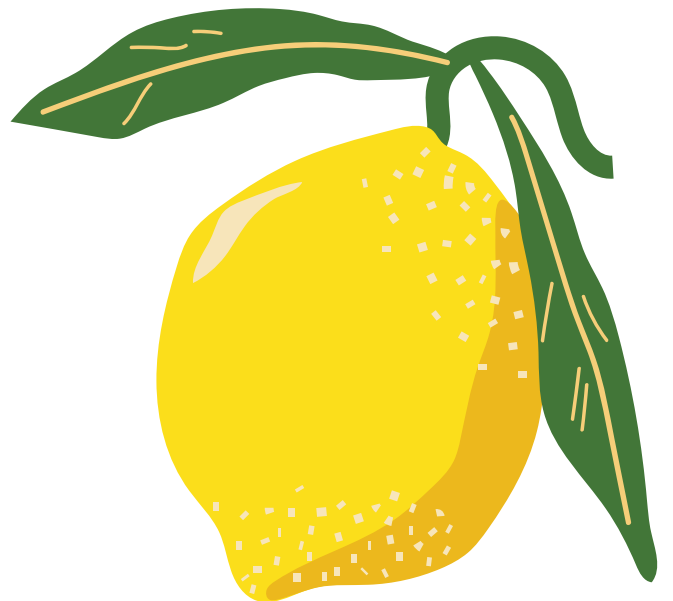
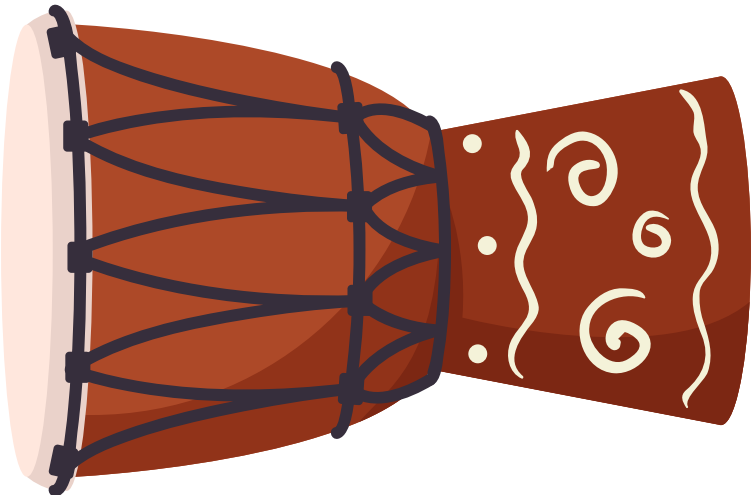
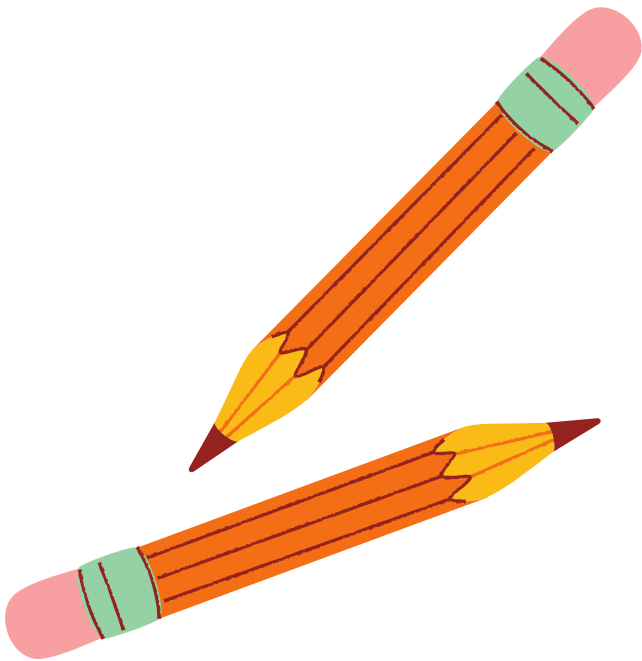
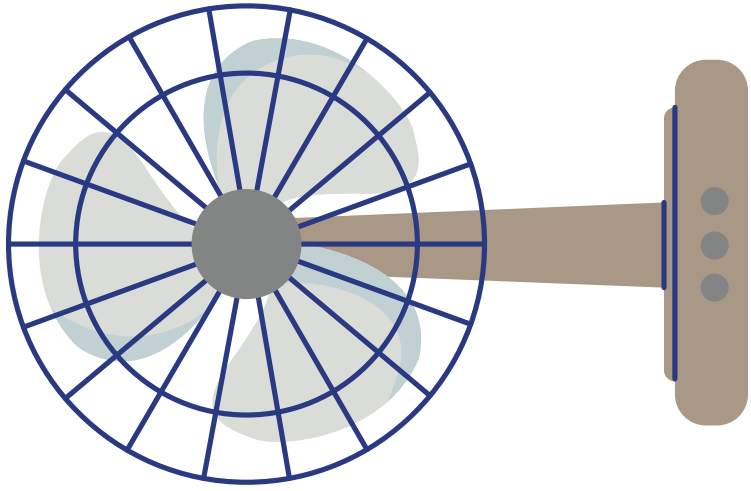
Concept: Read and write sn- blends.

Day 12

Review: Place the Alphabet Pocket Chart on the whiteboard. Call several children to come up and each choose a picture. They can match their to the correct letter pocket. Give all children a turn. If you don't have a Alphabet Pocket Chart, you can print the provided graphics. Write the letters f, p, d, r, l, and c. Have the kids match the picture to the letter (f-fan, p-pencils, d-drum, r-rhino, l-lemon, and c-cut. Lastly, introduce today's blend. Add it's circle to the blender chart.

Introducing Word Blend sn-

- **Song:** Ask children to snap. Demonstrate the motions for the hand game Concentration and put emphasis on the snap. Sit in a circle and get the rhythm going. Choose a subject the children can identify with such as food, colors, etc. Play Concentration a few times.
- **Story:** Read "The Sneezing Snowman" by Lara Wasson and discuss. Have the children identify sn- blend words they heard in the story.
- **Snowball Game:** Divide all the children into two teams on opposite sides of the room. Give them all some crunched up paper snowballs. Put a sheet up between the teams and have them throw the snowballs to get rid of them. Play some fun snow music and pause it every once in a while to have the children stop. Count which team has the least snowballs and give them a point. Repeat
- **Snake Attack:** Have children in a circle standing up. Show them your big, stuffed snake. Have a child help you hold it up high, Have the children go under it while you sing to the tune Farmer in the Dell: "The snake's in the trees, the snake's in the trees. Watch out for the snake, the snake's in the trees. Snake has a sn, snake has a sn. Watch out for the snake, the snake's in the trees!" Drop the snake down and see who you catch. Repeat.
- **Snail Jump:** Wind up your giant snake to look like a snail. Ask the children what sn- animal did you form? Have children remain in their circle and jump over the snail without knocking it down. If they do touch it, they get slimmed and sit out for a bit.
- **sn/sh Sort:** Print and cut the provided words. Write a two-column chart on the board for sn and sh. Have a child come up and put the word they pick on the correct side of the board. If it has an sh put it on one side, If it has an sn, put in that column. Read the words and discuss why they are sorted that way.
- **Picture Word Chart:** In a descending column on the board, write snake, snail, snap, and snowman. Place in another column, in an order different than the first column, the attached graphics of each of these words. Have a child come up and draw a line to match the first word to the picture. Choose a different child for each match. Once all the matches have been made, then have children circle the blend in each word. Choose a different child for each blend until all have been circled.
- **Guided Practice:** Have each child come up to the board and write the letters sn- on the whiteboard while saying the sn- sound.
- **Independent Practice:** Have children color, cut and glue their worksheet as usual.



The Sneezing Snowman

Once there was a little snowman who got a terrible cold. He kept sneezing and sneezing and this would make his carrot nose go “SNORT!” The cold snow was making his cold worse. He couldn’t go in the house and warm up because then he would melt. Little snowman sniffled and cried just thinking about how sick he was. He needed to snap out of it and find some help.

Then Little Snowman got a good idea! He quickly ran to his best friend Sneaky Snail. He asked her, “How do I stop sneezing? You are sneaky and know some good tricks to stop all this sneezing. Do you have any ideas to help me snap out of this?” Sneaky snail said, “I have one good idea. Your feet are always cold and in the deep snow. You need some sneakers to keep them warm!” Sneaky snail pulled out a pair of sneakers just the right size. Snowman smiled, “Thank you Sneaky Snail. This will help.” Snowman put the sneakers on his feet and they did help keep him warm, but he was still sneezing.

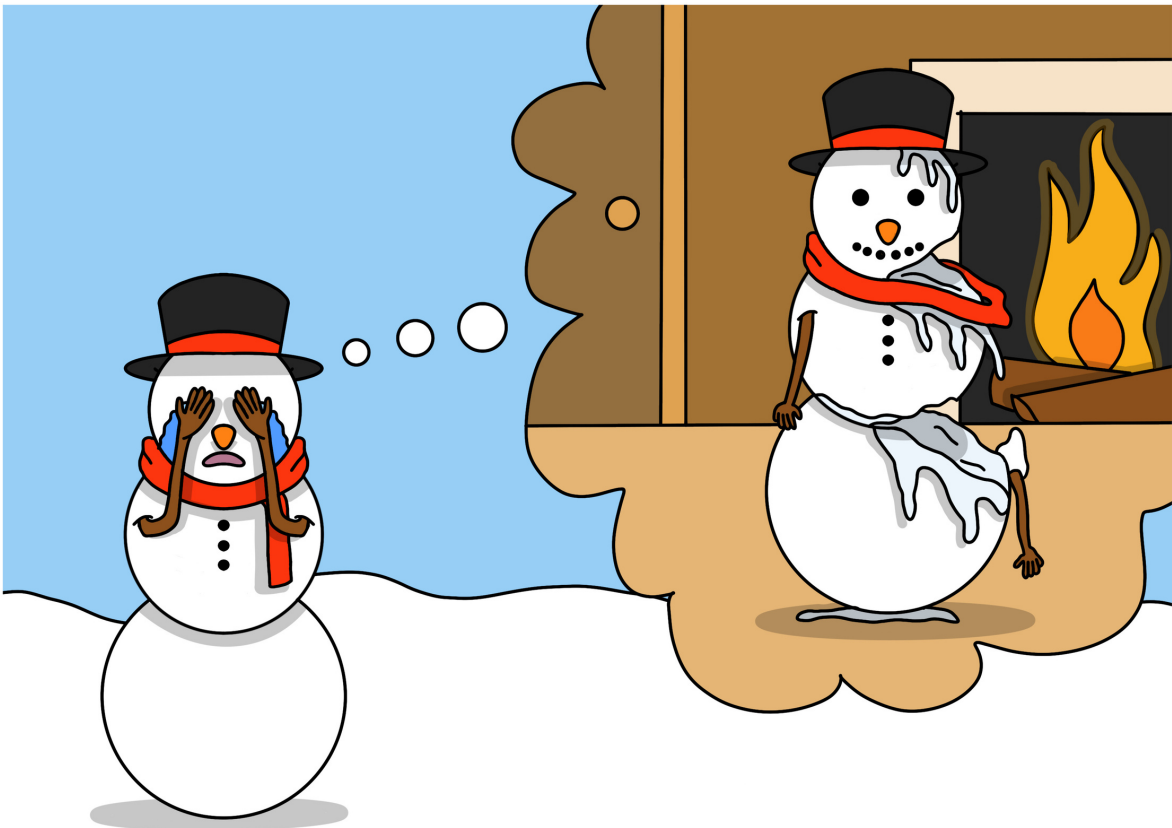
Just then Mr. Snake slithered by and saw snowman sneezing. Mr. Snake stopped and gave snowman a tissue for his sniffles. “You are really sick!” said Mr. Snake. “Make sure you eat healthy snacks so your body can have powerful nutrients to help you get better.” Mr. Snake gave snowman a bag full of healthy snacks. “Remember, No junk food. Just eat these healthy snacks and you’ll feel better soon.” “Thank you, Mr. Snake. I promise to eat these healthy snacks,” said snowman.

Snowman walked home to his family. He was happy his friends cared so much and were trying to help him stop sneezing. He was feeling a little better already. Mommy snowman noticed right away how sick little snowman was. “Come here Little Snowman,” she said. “Where have you been and why are you sneezing so much? You should have told me you were sick!” Little Snowman sniffled and cried, “I told Sneaky Snail and he gave me sneakers to warm my feet. I told Mr. Snake and he gave me healthy snacks. I feel a little better.”

Mommy Snowman hugged her little snowman. “Yes, those are all good things. Warm sneakers and healthy snacks are a good start to help you feel better. You also need to rest as this will help you heal. Come snuggle next to me and take a little snooze.” Little snowman cuddled up with his mommy. Now he was feeling better already. He closed his eyes and began to snore. He dreamed of running around with his new sneakers and eating his healthy snacks. Most of all he dreamed of snuggling with Mommy Snowman and taking a little snooze. Before he realized it, the sneezing had stop and the Snoring began. Everything would be alright.



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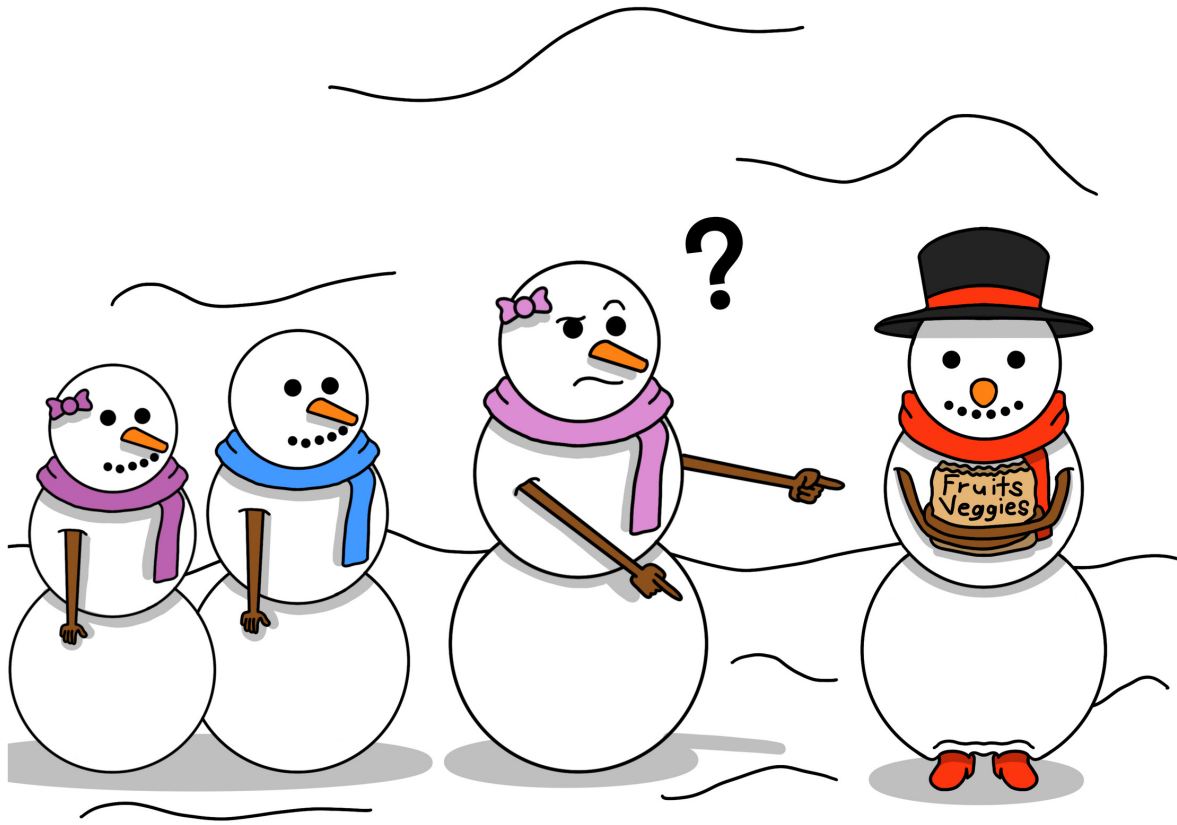
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snail

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snack

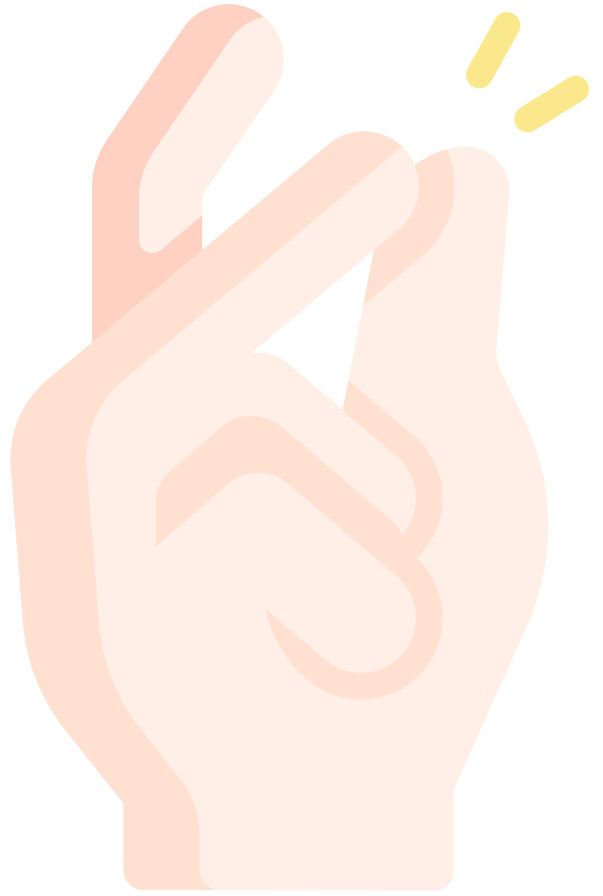
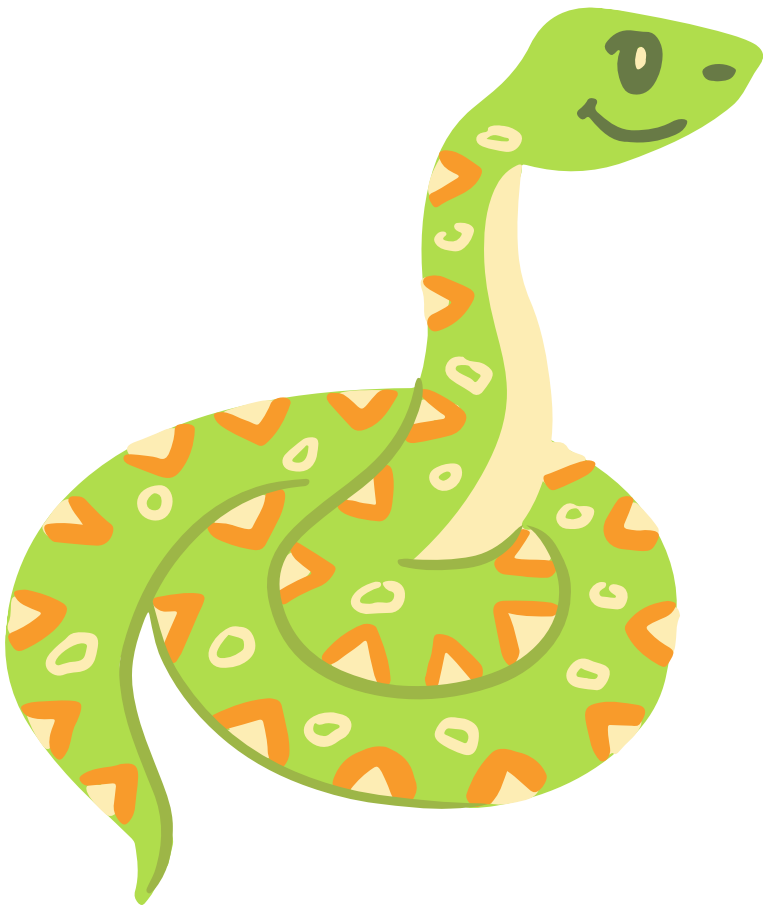
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snap

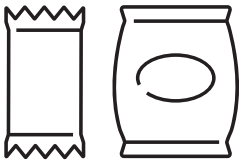
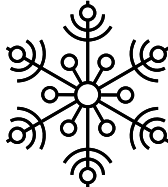

share



NAME:

Word Blends Worksheet

First, color the pictures. Then, cut the blends at the bottom of the page and glue them in the correct spot in the chart. There should be one empty spot after gluing. Then, write your favorite completed word blend in a sentence in the lines.

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3	ree

sn | sn | sn



THANK YOU!

Tell us what you think and share how you implemented this lesson plan with us!

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