

# Lesson Plan

## Blending and segmenting - Blend sounds to make words

Kindergarten (K) - ELA

### LEARNING TARGET

- Students will be able to blend onsets and rimes of single-syllable spoken words.
- Students will be able to segment onsets and rimes of single-syllable spoken words. Students will be able to match spoken sounds with corresponding pictures.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

#### MATERIALS

- Picture cards with onsets and rimes (e.g. "c-at", "h-op", "m-an")
- Picture cards of corresponding objects (e.g. cat, hop, man)
- Whiteboard and markers

#### VOCABULARY

- Onset
- Rime
- Blending
- Segmenting

### INTRODUCTION

1. Show students a picture card with an onset and a rime, such as "c-at".
2. Say the onset and rime separately and ask students to repeat after you.
3. Say the onset and rime together and ask students to repeat after you.
4. Explain that blending means putting sounds together to make a word.

### INSTRUCTION

1. Show students a picture card with an object, such as a cat.
2. Say the name of the object and ask students to repeat after you.
3. Say the name of the object again, emphasizing the onset and rime, such as "c-at".
4. Ask students to repeat after you.
5. Show students another picture card with an onset and rime, such as "h-op".
6. Repeat steps 2-4 for the new onset and rime.

## GUIDED PRACTICE

1. Divide students into small groups.
2. Show each group a picture card with an onset and rime, such as "m-an".
3. Ask each group to select the picture card that matches the onset and rime.
4. Provide support and guidance as needed.
5. Repeat with different onset and rime combinations.

## INDEPENDENT PRACTICE

1. Provide each student with a set of picture cards with onsets and rimes.
2. Instruct students to match the onset and rime to the corresponding object.
3. Monitor students' progress and provide support as needed.

## HOMEWORK

1. Assign students to find objects at home with single-syllable names and practice segmenting the onset and rime.
2. Encourage students to bring their objects to share with the class during the next lesson.

## EXIT TICKET

1. Show students a picture card with an onset and rime.
2. Ask students to say the onset and rime separately and then together.
3. Ask students to select the picture card that matches the onset and rime.

## SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of blending and segmenting onsets and rimes.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of blending and segmenting onsets and rimes and matching spoken sounds with corresponding pictures.

## CLOSING

1. Review the concept of blending and segmenting onsets and rimes.
2. Ask students to share one object they identified at home and segment the onset and rime.

## TEACHING TIPS

- Use manipulatives or visuals to help students identify onsets and rimes.
- Practice with multisensory activities, such as clapping or tapping the syllables.
- Provide frequent opportunities for review and reinforcement.

## **MISCONCEPTIONS**

- Confusing onsets and rimes with whole words.
- Difficulty segmenting sounds in the middle of the word.
- Confusing similar sounding onsets or rimes, such as "b-at" and "c-at".

## **EXTENSION**

1. Students can practice blending and segmenting multisyllabic words.
2. Students can practice writing words by sounding out the onsets and rimes.
3. Students can practice sorting picture cards by onset or rime.

## **INTERVENTION**

1. For students who struggle with blending and segmenting, provide additional practice with teacher guidance.
2. For students who need extra support, provide visual aids or manipulatives to help them identify onsets and rimes.
3. For students with limited English proficiency, provide additional support with vocabulary and visual aids.

## **COMMON CORE STANDARD**

RF.K.2.D - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

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