

Phonics
LESSON 36

Initial and Final S-Blends

- The s-blend category of phonetic elements includes: *sc, sk, sl, sm, sn, sp, st, and sw*.

This lesson is divided into two sections. Section 1 is the core lesson, which can be used with most students in a whole-class or small-group setting. The core lesson is designed to introduce, model, and practice the phonetic element taught. Section 2 consists of optional activities designed to reinforce the element taught in the core lesson. These optional activities work well for small-group and individual instruction.

MATERIALS		DECODABLE BOOK
S-blend picture cards	Letter cards	<i>Swiss Fun Run</i>
Word cards	Practice sheet	
S-blend cards	Workmats	
Word-family cards		

SECTION 1

Student Objectives

- Introduce s-blends
- Blend s-blend words
- Blend onset and rime
- Sort words
- Practice decoding
- Introduce new high-frequency words:
be, were, who, then
- Read the decodable book

Introduce S-Blends

Materials: S-blend picture cards

- Show students the s-blend picture card for *snail*. Ask them to name the picture and tell you the sound they hear at the beginning of the word. Point to the letters *sn* on the card and tell them that the letters *s* and *n* stand for the blended sound /sn/ they hear at the beginning of the word *snail*.
- Explain that *snail* starts with *sn*, which is one of the blended sounds in a group of sounds called s-blends. Tell students that in a blend, two or three consonants are grouped together in a word, each letter keeping its own sound. The other s-blends are: *sc, sk, sl, sm, sp, st, and sw*. Cite examples of words that use these blends (*scan, skin, slide, smile, spot, stop, swam*).
- Say the word *best*. Explain that *best* ends with *st*. Cite examples of other words that end with *st* (*last, first, list*).
- Show students the s-blend picture cards one by one. Have them name each picture, point to the blend, and say the blended sound. Show them the *scarf* and *skunk* cards. Have them name each picture and then isolate and say the blend that begins each word. Ask: *What is similar about the two words?* (The beginning sound is the same.) *What is different?* (One begins with the *sc* blend and the other with the *sk* blend.) Point out that the *sc* and *sk* blends make the same sound but are spelled differently.

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- Ask students to name other words that start with each of the blends, taking one s-blend at a time. Write each s-blend on the board. As students name a word, ask them to tell the blend it goes under. Then write each word under the appropriate blend.

Blend S-Blend Words

Materials: Workmats, letter cards

NOTE: If students have mastered individual sound/symbol relationships, you may want to skip this section and go directly to Blend Onset and Rime.

- Write the word *step* on the board. Point out the s-blend and ask students to blend the *s* and *t* together to make the blended sound. Next, run your finger under the letters as you blend the four sounds in *step*: *s/t/e/p*. Point out that the four letters are blended together to form the four sounds in the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Repeat the blending activity with the words *scam*, *slam*, *swam*, *skin*, *spin*, *smug*, and *snug*. Take one word at a time. When students have blended the words, ask volunteers to come up and circle the s-blend in each word. Have a volunteer point to each s-blend as the rest of the group says the sound.
- If students need more work with blending words, give them the letter/blend workmat and letter cards to blend the words above. Have students line up the card for each sound in each word under the boxes on their workmat. Model how to push up each sound of the s-blend into the boxes on the workmat and blend the letters to indicate the sound the blend makes. Have students push up and sound out the remaining letters of each word in order on their workmat.

Blend Onset and Rime

Materials: S-blend cards, word-family cards

- Tell students they are going to practice reading words with s-blends that combine with word families they have already learned. Model using the s-blend and word-family cards.
 - 1 Place the *ip* word-family card in a pocket chart or along the ledge of a chalkboard. Remind students that this is the *ip* word family. Then place the *sk* s-blend card in front of *ip*. Have students listen while you model sounding out the word by blending the sounds in the onset with the sounds in the rime: *sk/ip*. Have students repeat.
 - 2 Replace the *sk* card with the *sn* card. Repeat the process with the new word. Repeat with the *sl* card.
 - 3 Take out the cards and replace the *ip* card with the *ell* card. Have students name the new word family. Place the *sm* card in front of *ell*. Model sounding out the word by blending the sounds in the onset with the sounds in the rime: *sm/ell*. Have students repeat.

- ④ Replace the *sm* card with the *sw* card. Repeat the process with the new word.
- ⑤ Take out the cards and replace the *ell* card with the *an* card. Have students name the new word family. Place the *sc* card in front of *an*. Have students listen while you model sounding out the word by blending the sounds in the onset with the sounds in the rime: *sc/an*. Have students repeat.
- ⑥ Replace the *sc* card with the *sp* card. Repeat the process with the new word.
- ⑦ Take out the cards and replace the *an* card with the *ill* card. Have students name the new word family. Place the *sp* card in front of *ill*. Have students listen while you model sounding out the word by blending the sounds in the onset with the sounds in the rime: *sp/ill*. Have students repeat.
- ⑧ Replace the *sp* card with the *st* card. Repeat the process with the new word.

Sort Words

Materials: S-blend cards, word cards

- Place one of each s-blend card on the top row of a pocket chart or along the ledge of a chalkboard. Ask volunteers to come up one at a time, select a word card, say the word, and place it under the correct blend. Continue until all the word cards are placed correctly. Once all the words have been sorted, have students read aloud the words under each blend.

Practice Decoding

Materials: Decodable book *Swiss Fun Run*, practice sheet

- For students who seem to have a grasp of decoding s-blend words and previously taught decodable and high-frequency words, provide extra practice with the text by allowing them to independently read:
 - the practice sheet
 - the decodable book *Swiss Fun Run*
- Some students may benefit from having the decodable book introduced and pre-taught before they read the book. Strategies might include introducing and practicing high-frequency words used in the book, teaching special word structures, and doing a book walk.

Introduce New High-Frequency Words: *be, who, then, were*

- Tell students they are going to learn four new words that they need to be able to recognize and read quickly. Write the words *be, who, then, and were* on the board, and read them as you point to each word. Then have students read each word with you.
- Have students write the word *be* in the air with their finger as you spell it out loud with them, pointing to each letter on the board as you say the letter name. Repeat the process with the words *who, then, and were*.
- Use each high-frequency word in a sentence. Have students make up their own sentences using each of the high-frequency words. You might want to challenge them to make up a sentence that uses all the words.

Read the Decodable Book

Materials: Decodable book *Swiss Fun Run*

NOTE: See the “Elements Used in This Book” section, found at the start of the decodable book, for a list of words and skills covered in the book. Pre-teach these elements as necessary.

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask students what they see in the picture and what they think the story might be about. Ask a student to point to the blend in the word *Swiss*.
- Give students a copy of the book. Have them preview the pictures and predict the story. When they get to page 12, ask students who they think won the race. Have them point to the word on the page they think says *won*. If they have difficulty, show them the word and have them repeat it.
- Have students read the book. You may want them to whisper read so you can monitor their progress. When they have finished reading, take time to discuss the book and check for understanding. Ask students how the two characters got ready for the race. Ask who won and how.

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SECTION 2 Optional Lesson Activities (for students who need additional practice)

Student Objectives

- Blend s-blend words
- Blend onset and rime
- Manipulate onset and rime
- Spell and write s-blend words
- Complete learning center activities

Blend S-Blend Words

Materials: Workmats, letter cards

- Give students the letter/blend workmat and the letter cards. Say the word *stem* and have students listen for the sounds in the word. Tell students to select the letter cards they need to spell *stem*. Provide help as needed. Have students line up the cards for each sound under the boxes on their workmat. Ask them to blend each sound as they push the letters into the boxes. Then have them say the word *stem* aloud.
- Repeat with the words *scab*, *slab*, *skim*, *swim*, *smog*, *snap*, and *spun*.

Blend Onset and Rime

Materials: Workmats, s-blend cards, word-family cards

- Give students the onset/rime workmat, one of each s-blend card, and the word-family cards. Say the word *span*. Ask students what rime they hear at the end. Have them place the *an* word-family card in the box on the right of their workmat. Have students identify the onset they need to put at the beginning of *an* to make the word *span*. Have them place the *sp* card in the box on the left. Write each word on the board as students finish making the word on their workmat. Have students check their spelling of the word on their workmat with the word on the board. Then have them blend the sounds in the onset with the sounds in the rime.
- Say the words *swell*, *skip*, *spill*, *slip*, *snip*, *still*, *scan*, and *smell* one at a time and have students use the s-blend and word-family cards to spell the words on their workmat. Have them blend the onset and rime as they make each word. Write each word on the board as students finish making the word on their workmat. Have students check their spelling of each word on their workmat with the word on the board.
- Once all of the words have been made, have students read the words on the board. You can extend the activity by having students make their own words on their workmat.

Manipulate Onset and Rime

Materials: Workmats, s-blend cards, word-family cards

- Use the onset/rime workmat; the *sc*, *sp*, and *sw* s-blend cards; and the *am* word-family card to make new words. Start with *scam* and have students substitute new s-blends to make new words.
- Use the onset/rime workmat; the *sk*, *sp*, and *st* s-blend cards; and the *ill* word-family card to make new words. Start with *skill* and have students substitute new s-blends to make new words.
- Repeat the previous activity, but change the word-family card. Begin with the *sp* s-blend card in the initial position on the workmat. Have students use the *at*, *it*, *in*, and *an* word-family cards in the final position to make new words by substituting the rime.

Spell and Write S-Blend Words

- Dictate several s-blend words and have students write or spell them (*scan*, *skin*, *slob*, *smog*, *snip*, *spin*, *stem*, *swam*).
- Dictate simple sentences for students to write.
He will scan the plan.
She will snip the stem.
The skin is soft.
The slob swam a lap.
Spin the top on the step.

Learning Center Activities

Materials: S-blend picture cards, s-blend cards, word-family cards, word cards

- Tell students to sort the s-blend picture cards into word families. Students can work with a partner to sort the words.
- Laminate a set of s-blend cards and a set of word-family cards, and place them face down into two piles in the center of the table. Have students take turns drawing one s-blend card (onset) and one word-family card (rime), and blending the sounds of the onset and rime together. Return the cards to the bottom of the pile after each turn.
- Laminate two sets of word cards. Have pairs of students play Concentration with the cards. Have them spread the cards face down on the floor. Have one student turn over two cards and read them. If he/she reads the words correctly and they belong to the same word family, the student keeps the cards and gets another turn. If not, the student turns the cards back over, and his/her partner gets a turn. You can vary the game by having students try to match word pairs, since there are two cards for each word.