Title: “L”Blends - Making Words

Subject Matter Emphasis and Level: Phonics Grade 1

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Brief Description of the Lesson/Unit:

In this lesson students will be practicing using the sounds previously learned with ‘l’ blend sounds to form new words.

SD Content Standards:

R.1.1 Students will be able to use the knowledge of letters and sounds to read text.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?
   - Blending letters together to form new sounds.

2. What essential questions will guide this unit and focus teaching/learning?
   - Do the students understand the sounds of each consonant and vowel? Can they pronounce the sound of each new blend?

3. What key knowledge and skills will students acquire as a result of this unit?
   - Students will be able to identify ‘l’ blends and the sounds each blend makes.
   - Students will be able to use these blends to form new words.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
   - Distinguishing the sounds made by each vowel, or vowel team.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:
   - Whole Group practice - Practice writing words on white boards sound out each part of the word together
   - Small Group - make as many words (‘l’ blends) as you can in 5 min. Share your words on big tablet chart (shared writing)
   - Individual work - pick a leveled reader find ‘l’ blends highlight with highlighter tape - share with other students who read same book.
**Other Evidence:**
*Quizzes, Tests, Prompts, Work Samples (summarized):*

- Students will use what they have learned in daily seat work, oral reading, and writing.

**Unprompted Evidence: (observations, dialogues, etc.)**

- Check understanding - how are students doing during white board activity?

**Student Self-Assessment**

- Students will self assess by comparing their work to their peers.

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**Stage 3: Plan Learning Experiences and Instruction**

2 What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**

Introduction - Large Group Read poem chart highlight all the blends we can find together.

Picture cards of ‘l’ blend words

White Boards - sound out and spell blends together using boards

Small Group - how many words can you make together in 5 min. share you words on chart paper

Leveled Readers - choose a book to read - highlight all the blends you find - share with a friend who read the same book
Materials & Resources (technology & print):

- phonic chart / poem with ‘l’ blends
- picture cards
- timer
- paper
- leveled readers

Management:

Whole group and small group activities with teacher guidance and observation

Support Services and Special Teacher Notes:

Title 1

Extensions and Adaptation:

Students will use the knowledge of blends to reinforce their reading and writing skills.

Stage 4: Plan Differentiation

3 What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:

- Whole group
- partner work
- small group
- leveled reader choices
**Differentiated Content:**

peer assistance  
teacher redirection  
leveled readers  
small group  
sharing the pen / writing words

**Differentiated Product:**

Students will be able to sound out words using ‘l’ blends. Students will have a variety of ways to practice using this skill throughout the lesson and will be able to decode new text.