

Lesson: Introduction to Word Blending

Grade Level(s): 1st Grade, 2nd Grade

Concept(s): Reading, word blending

Duration: 25-30 minutes

Objective: Students will practice blending initial and end sounds to create words. They will identify whether the resulting word is a real or “silly” word while using movement to reinforce learning.

Materials Needed:

- Blending Mat
- End sound cards

Lesson Procedure (10 minutes):

Engage Students:

- Begin by pointing out initial and final sounds of words with the class.
- Block. Bl-ock. Stood: St-ood

Explain the Activity:

- Explain that today they will be blending sounds together to create words.

Demonstrate the Activity:

- Demonstrate how words are formed by blending sounds.
- Pick an ending sound card and place it at the top of the mat. Say the sound.
- Jump on the first space, say the sound the letter makes, and blend it with the chosen ending.
- Decide if the word is real or silly. Cross over your foot and touch the real or silly circle.
- Jump to the next space, say the sound, and blend it with the ending.
- Touch the real or silly circle.

Activity (15-20 minutes):

Student Participation:

- Have the student place an end sound card at the top of the mat on the designated box ("Place Card Here").
- Have the student stand on "START HERE."

Sound Identification:

- The student says the initial sound in the first box aloud.
- The student then says the end sound from the card.

Jump and Blend:

- The student jumps onto the first box and blends the two sounds together to form a word.
- The student determines if the word is real or silly.

Real or Silly Word Movement:

- If the word is real, the student crosses their right leg over the left and taps “real word.”
- If the word is silly, the student crosses their left leg over the right and taps “silly word.”

Repetition & Mastery:

- The student repeats the activity for each initial sound on the mat.
- Swap out end sound cards for new rounds.

Closure (5 minutes):

Discussion:

- Ask students how they knew a word was real or silly.

Reflection:

- Explain that sometimes silly words in English are real words in other languages.

Celebrate Success:

- Give three others high fives for a job well done!

Assessment:

- Observe student participation and ability to blend sounds correctly.
- Encourage students to verbalize their thought process when determining real vs. silly words.

Differentiation:

Support:

- Have them blend sounds with teacher guidance before jumping.

Challenge:

- Introduce longer word parts or rhyming patterns.

Extension Activity:

- Have students create their own end sound cards.
- Discuss rhyming and make a short rhyming poem out of the words on the mat.

Worksheet: Blending Sounds – Real or Silly?

Name: _____ Date: _____

Instructions: Say the initial sound and the end sound. Blend them together to make a word.
Write the word in the correct column.

Initial Sound	End Sound	Real Word	Silly Word
b	-ig		
s	-un		
t	-ap		
bl	-ob		
p	-et		

Worksheet: Word Blending

Name: _____ Date: _____

Instructions:

1. Start at "START HERE."
2. Say the **initial sound**.
3. Pick an **end sound** in the word bank.
4. Blend the two sounds together to make a word.
5. Write the word in the blank.
6. Decide if it is a **real** or **silly** word and check the correct answer.
7. Continue moving through the sheet until you reach the finish!
8. Go back and try to make a real word out of every blend that was silly.

Word Bank (End Sounds): *-at, -op, -ig, -un, -et, -ob*

START HERE

Blended Word

Real or Silly?

b + _____

☐ Real ☐ Silly

t + _____

☐ Real ☐ Silly

s + _____

☐ Real ☐ Silly

f + _____

☐ Real ☐ Silly

p + _____

☐ Real ☐ Silly

d + _____

☐ Real ☐ Silly