

Week 8 - Blending Sounds



Early Learning Coalition
of Palm Beach County
Ready to Learn. Ready for Life.



Days	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson for the day	Sound Train Blending	Stretchy Snake Words	Mystery Word Builders	Tap & Blend Rhythm Drums	Picture Path Blending Walk
Learning Objective	Children will blend two sounds to form simple CVC words through a train-themed movement activity.	Children will orally blend stretched-out phonemes into complete.	Children will blend onsets and rimes to form words.	Children will blend segmented sounds using rhythm and movement.	Children will blend sounds to move through a picture path game.
Materials	Train picture cards, letter cards, floor tape for train tracks,	Snake puppet or long ribbon, picture cards.	Onset cards (b, c, f, m), rime cards (-at, -it, -op), pocket chart.	Drums, tambourines, or tabletop tapping; picture cards.	Picture mats, sound cards, floor path or stepping stones.
Step-by-Step Directions	Lay out train track on floor. Place beginning sound on engine card and ending sound on caboose. Children walk along track saying each sound. At the end, blend sounds together to say the full word.	Introduce Stretchy Snake puppet. Slowly stretch out sounds (e.g., /S/.../U/.../N/). Match picture card to word.	Display rime card. Invite children to try different onsets. Blend to say the new word. Find matching picture if available.	Teacher taps each sound (e.g., tap-tap-tap for /c/-/a/-/t/). Children repeat taps and blend the word. Match drum beats to picture word. Children take turns leading taps.	Place pictures along a path. Teacher gives segmented word. Children blend the word and step onto the matching picture. Continue until reaching the end of the path.
Teacher Language Prompts	"Let's put the sounds together." "/M/.../A/...what word do we get?"	"Listen to my stretched sounds." "What word did we make?"	"What word did we build?" "Try sliding the sounds together."	"Tap with me." "What word do the sounds make?"	"Put sounds together." "Which picture matches the word?"
Adaptations for Diverse Learners	Use visual supports; provide two-picture choices; allow tapping beats instead of verbalizing.	Shorten to two-sound blends; use gestures; provide verbal modeling first.	Use pictures to support meaning.	Use fewer taps; allow pointing to pictures instead of saying the word.	Provide only 2-3 picture options; offer hand-over-hand support for stepping.