Blending Unit

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Lesson 11: Instructional

Goal
To develop blending skills

Objective
Judge blending

Task
Judgment without Pictures-Recognition

Tips
Use exaggerated volume and articulation for segmented words throughout the lesson.

When presenting items, be sure to say each segment at one-second intervals.

If at any time during this lesson a child appears to be unfamiliar with a pictured item, make every effort to ensure that the child learns the vocabulary item before proceeding with the task.

Steps

Opening Activity: Doggone Race Game

1. Set the **Doggone Race** gameboard, animal game pawns, and die on the table in front of the children. Place the first set of picture cards next to the gameboard. Have each child choose a game pawn and place it at Start on the gameboard.

2. Say, *Goldie's friends are coming to play. They want to play a racing game. To race, we have to figure out what Goldie is saying. Goldie will say a word in her puppy code. You put the parts together in your head and then tell me what Goldie said. Then pick a card and see if the picture*
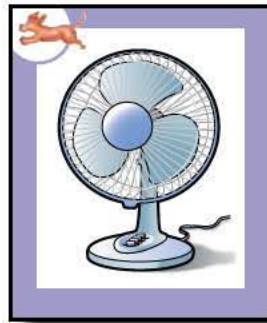
Materials
- Goldie, the dog puppet

- **Doggone Race** gameboard

- Animal game pawns (one for each child)

- Die

- 8 picture cards (Set 1): cheese, rope, mop, bat, dish, tub, feet, bus

- 8 picture cards (Set 2): fan, goat, five, soap, cup, mouse, tooth, sun

- **Progress Monitoring Form** (Appendix D)

matches. Say, "Yes" if it matches, and "No" if it doesn't match. If you are right, you can throw the die and move that many spaces. Let's see who gets to the bones at the end of the track first.

3. Have a child take a picture card. Then have Goldie segment (at one-second intervals) one of the following words:

   chee-se   ro-pe   mo-p   ba-t   di-sh   tu-b   fee-t   bu-s

   Have the child tell if it matches the picture. Make certain that Goldie's segmented word matches the picture occasionally. Provide the children with appropriate feedback as they play the game. Say, *Goldie is so proud of you!*

Guided Instruction

4. Say, *It's really important now that you turn on your ears and listen well.*

5. Say, *We are going to play a yes/no game. Goldie will tell you a word in small parts and then I will say a word. I want you to tell me if our words match. You say, "Yes" if Goldie's word matches my word, and "No" if they don't match. She'll say the word in small parts, in puppy code, so you will have to listen carefully.*

6. Have Goldie present the segmented word bea-ch. Then saying either the target word or the foil listed in the chart below, ask, *Did Goldie say beach?*

   ✔   If correct, say, **Good, beach is what Goldie said.**

   Ø   If incorrect, say, *Nice try, but **beach** is what Goldie said.*

7. Follow this procedure, substituting items 2–20 for the yellow highlighted information. The first 10 items are segmented as consonant vowel-consonant (CV-C); the last 10 items are segmented as C-VC). Have the children take turns responding and note their responses on the **Progress Monitoring Form.**

		Segmented Word	Target Word/Foil
CV-C	1.	bea-ch	beach
	2.	ma-d	mad
	3.	fo-g	fog
	4.	di-me	leash
	5.	key-s	run
	6.	kno-t	knot
	7.	co-mb	yell
	8.	che-ck	check
	9.	wa-sh	nip
	10.	t-ap	lick

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		Segmented Word	Target Word/Foil
C-VC	11.	v-ote	vote
	12.	s-ign	beg
	13.	sh-ave	shave
	14.	p-aint	wood
	15.	t-ub	tub
	16.	g-ame	game
	17.	1-ump	chin
	18.	f-old	name
	19.	p-ost	post
	20.	b-ay	fool

Closing Activity: Doggone Race Game

8. Set the **Doggone Race** gameboard, animal game pawns, and die on the table in front of the children. Place the second set of picture cards next to the gameboard. Have each child choose a game pawn and place it at Start on the gameboard.

9. Say, *Let's play Doggone Race again. Remember, we have to figure out what Goldie is saying. Goldie will say a word in her puppy code. You put the parts together in your head and then tell me what Goldie said. Then pick a card and see if the picture matches. Say, "Yes" if it matches, and "No" if it doesn't match. If you are right, you can throw the die and move that many spaces. Let's see who gets to the bones at the end of the track this time.*

10. Have a child take a picture card. Use Goldie to segment (at one-second intervals) one of the words below:

f-an	s-un	g-oat	f-ive
s-oap	c-up	m-ouse	t-ooth

Have the child tell if it matches the picture. Make certain that Goldie's segmented word matches the picture occasionally. Provide the children with appropriate feedback as they play the game. At the end of the lesson, say, *Goldie is so proud of you!*

Lesson 12: Instructional

Goal

To develop blending skills

Objective

Judge blending

Task

Judgment without Pictures-Recognition

Tips

Use exaggerated volume and articulation for segmented words throughout the lesson.

When presenting items, be sure to say each segment at one-second intervals.

If at any time during this lesson a child appears to be unfamiliar with a pictured item, make every effort to ensure that the child learns the vocabulary item before proceeding with the task.

Steps

Opening Activity: Dinner with Goldie

1. Place these picture cards face up on the table: fish, ham, rice, meat, corn, soup, and cheese. Set Goldie's dog dish on the table too.

2. Say, *Today we are going to make dinner for Goldie. Everyone gets to be the chef and make different meals for her. We have all this food on the table. I'll say the name of a food for dinner in small parts. Blend the parts in your head and find the matching picture. If you're right, you get to feed Goldie. You can put her food in her dog dish.*

Materials

- Goldie, the dog puppet

- Goldie's dog dish

- 14 picture cards: fish, ham, rice, meat, corn, soup, cheese, cake, chip, juice, peach, shake, nut, gum

- **Progress Monitoring Form** (Appendix D)

3. Segment the following words as indicated. Have the children take turns blending the words and feeding Goldie.

> fi-sh (fish)
> ha-m (ham)
> ri-ce (rice)
> mea-t (meat)
> cor-n (corn)
> sou-p (soup)
> chee-se (cheese)

Provide appropriate feedback, say, *You're all doing so well blending word parts!*

Guided Instruction

4. Say, *It's really important now that you turn on your ears and listen well.*

5. Say, *We are going to play a yes/no game. Goldie will tell you a word in small parts and then I will say a word. I want you to tell me if our words match. You say, "Yes" if Goldie's word matches my word, and "No" if they don't match. She'll say the word in small parts, in puppy code, so you will have to listen carefully.*

6. Have Goldie present the segmented word bea-ch. Then, ask, *Did Goldie say beach?*

> ✔ If correct, say, **Good beach is what Goldie said.**

> Ø If incorrect, say, ***Nice try, but beach is what Goldie said.***

7. Follow this procedure, substituting items 2–20 for the yellow highlighted information. The first 10 items are segmented as consonant vowel-consonant (CV-C); the last 10 items are segmented as C-VC. Have the children take turns responding and note their responses on the **Progress Monitoring Form.**

	Segmented Word	Target Word/Foil
CV-C	bea-ch	beach
	ma-d	mad
	fo-g	fog
	di-me	leash
	key-s	run

	Segmented Word	Target Word/Foil
	kno-t	knot
	co-mb	yell
	che-ck	check
	wa-sh	nip
	t-ap	lick
C-VC	v-ote	vote
	s-ign	beg
	sh-ave	shave
	p-aint	wood
	t-ub	tub
	g-ame	game
	l-ump	chin
	f-old	name
	p-ost	post
	b-ay	fool

Closing Activity: Dinner with Goldie

8. Place these picture cards face up on the table: cake, chip, juice, peach, shake, nut, and gum. Set Goldie's dog dish on the table too.

9. Say, *Now Goldie wants dessert. Everyone gets to be the chef again. We have all these desserts on the table. I'll say the name of a dessert in small parts. Blend the parts in your head and find the matching picture. If you're right, you get to feed Goldie. You can put her dessert in her dog dish.*

10. Segment the following words as indicated. Have the children take turns blending the words and feeding Goldie.

    c-ake (cake)
    ch-ip (chip)
    j-uice (juice)
    p-each (peach)
    sh-ake (shake)
    n-ut (nut)
    g-um (gum)