



Sammy Snake's blends

Unit 11: Blends with s: **sk, sl, sm, sn, sp, st, sw**

Picture Code Cards for review

PCCs or LSCs	ă, ă, i, k, ă, ŭ, w, ch, ck, ff, ll, sh, ss
APCCs	all



Unit Focus

Children learn how to blend **s** with seven other consonants at the beginning of words. They will continue to sort words by the short vowel sound to consolidate that knowledge. They will finger tap four sounds, using all four fingers for the first time.

List A		List B		List C	
skip	sled	snap	stop	spell	smell
step	small	skin	small	skin	still
slam	stuff	slip	smell	snack	slam
spot	swim	still	stiff	swim	spin
snack	spin	spell	stack	spill	stop
Diagnostic Words					
skin, stop, snap, spell		skip, stuff, sled, spot		step, slip, stack, spot	

Tricky Words: what, you, down

Tricky Words for review: as, have, like

Review Words: doll, cuff, kiss, less, wall, check, them, men

New Spelling Sentences:

What did you spill?
We will sled down the hill.

Day 1

✓ Materials

- PCCs for Review plus **d, l, m, n, p, s, t**
- Unit 11 *Word Cards*, List A, B, or C on the pocket chart as shown
- Unit 11 *Student List*
- A toy snake (optional)
- Display the *Word Detectives* sentences at child-level

✓ Independent/Partner

- Write words & sentences, p.18
- Picture Code Letters (*Letters for Picture Coding*)

✓ Homework

- Read the *Student List*, p.18

Phonics concept review



Ask children to name the letters or Letterlanders who like to have their Best Friends on the End (**ff, ll, ss**). Display the PCCs as they are named. Ask other children to think of words that use each pair. You might want to have them spell the words aloud for you to write on the board.

Introduce new concepts



PCCs: ă, i, l, n, ă, p, s, t

Words: nap, snap, lip, slip, top, stop

Sammy turns 'nap' into 'snap'

- Have students finger tap the word **nap**.
- Ask someone to use it in a sentence.
- Hold up Sammy Snake PCC. *We have already learned a lot about Sammy Snake. We know he usually hisses /ssss/ but when he gets sleepy what does he say? "/zzzz/."* This week we will be learning another way that Sammy gets into lots

of words at the beginning with his /sss/ sound. Sammy is a very slippery fellow who likes to have fun with his Letterland friends. He sneaks up on the beginning of some words and changes them into another word!

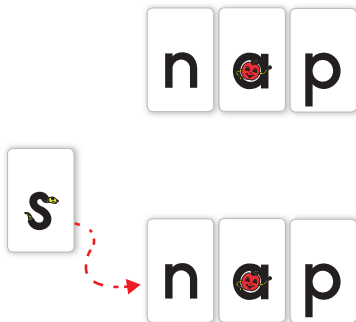
- Have students make Sammy's /sss/ sound as you slither his card up to the beginning of **nap** (see in the margin).

Slide Sammy's sound into nap

- Then have them say "**nap.**" Demonstrate how to 'slide Sammy's sound' into the word **nap** to make **snap**. You may want them to use the **Roller Coaster Trick** (p.231) to blend /sss/ with /nap/ on their arms.
- Repeat this blending a few times, encouraging children to go from sound to sound without stopping.
- Ask someone to use **snap** in a sentence. Ask who can snap their fingers and let them demonstrate.

Turning lip into slip and top into stop

- Make the words **lip**, **slip**, and **top**, **stop** in the same way as above.
- Hold up the **s** and **t** PCCs right next to each other and tell students that these two letters are called a blend because each letter makes its own sound but the sounds are blended closely together.
- Hold up the **s** and **n** cards and explain that Sammy Snake can blend with many other consonant letters and that we are going to discover some of those blends with 'Live Reading'.



Picture Code Cards

'Live Reading'



PCCs: ä, d, ë, ï, k, l, m, n, ö, p, s, t, ü, w, ff, ll

APCCs: all

Words: skip, skin, spin, spot, step, sled, slam, swim, small, stuff, stiff, still

- Let pairs of children hold the PCCs for **ff**, **ll**, **all**.
- Let the child holding Sammy Snake's PCC also hold the toy snake. Have Sammy pass his PCC and the snake to another child after every two or three words to give more children a turn.
- Have children finger tap each word using four fingers (e.g. /s/ /k/ /ï/ /n/).

Word Detectives



Have children highlight or Picture Code the **s-blends** as shown in the margin. Mark vowels in the first sentence if they are Vowel Men with a 'straight line to sign their name' (e.g. ï) or short vowels with a smile (e.g. ä).

- Read the new *Word Cards* in columns on the pocket chart with the class using the Tractors, Trains, Planes and Helicopters activity (see p.16 or 253).

Small Group

Teacher builds words for reading



PCCs: ä, ë, ï, k, l, m, n, ö, p, s, t, ü, ck, ff

APCCs: all

Words: step, spot, spin, skip, slip, slam, small, snack, stuff

- New Tricky Words: On the board write the Tricky Words (shown in the margin). Discuss the letters that are not saying the sounds the children have learned, and mark them as shown. (For further instructions, see p.17)
- Read the Student List (TG TR) with children (p.17).



Gölden Girl likes to skip
and skate and swim.
Did Munching Mike slip
and spill his snack?
Can you still smell the
smoke?

Tricky Words

what
you down

Day 2

✓ Materials

- PCCs for Review plus **l, m, n, p, s**
- *Blends & Digraphs Songs CD* (#10, 18–24) or *Story Phonics* software and *Song Lyrics*
- Unit 11 *Student List*
- *Bouncy Ben's Bingo* board game
- *Letterland Word Builders* or other letter sets

✓ Independent/Partner

- Read *Review Sentences* with two partners, p.21
- Write words on *Bouncy Ben's Bingo* board, p.22

✓ Homework

- Look-say-cover-write, p.22

Quick Dash

PCCs: **ă, ě, ĭ, k, ǒ, ŭ, w, ch, ck, ff, ll, sh, ss**

APCCs: **all**



Blends and Digraphs Songs

The CD includes eight songs with two letter blends with **s** (Tracks 10 and 18–24, or *Story Phonics* software). You may want the class to sing one or two each day during Days 2–5. Use them anytime during the day when you have a few minutes, with or without displaying the *Song Lyrics* (TG TR\Lyrics). For activity suggestions see 'Shared reading of songs', p.19.



'Live Spelling'

PCCs: **ă, ě, ĭ, k, l, m, n, ǒ, p, s, t, ŭ, ff, ll, all**

Words: **spot, spill, spin, spot, skip, spell, slam, slip, stuff, small**

- Have two children hold each PCC for **ff, ll**, and **all**. Let several children take turns being Sammy Snake holding the PCC and the toy snake.

Small Group

Children build words



Letters: **a, c, e, f, f, i, k, l, l, m, n, o, p, s, t, u, w**

Words: **stuff, still, step, spot, slam, snack, swim, slip, skip, small**

- Review Tricky Words (p.20)
- Read *Review Sentences* (p.21)

Days 3 to 5



Unit 11 Story, TG TR

Refer to pages 23–32 of the 5 Day Unit Plan instructions for Days 3 to 5.

Day 3: Unit Story



- **Before reading** 'What Do You Like to Do?' to the children: Display PCCs for **s, l, k, p, w, ě**, and **ll**. As you read the first sentence put Sammy Snake's PCC beside Lucy Lamp Light as illustrated on the story page. Do the same with the PCCs that go with each sentence. Make the word **spell** at the end of the story.
- **After reading:** Put the **s** and **l** cards together again and ask the children what these two liked to do in the story. Have them blend the two sounds as a clue to the start of the word. Do the same with the other sentences from the story. Then you might say, *The story ends with the question, 'What do you like to do?' Tell us your answers to that question. Later you may write in your journals about things you like to do.*