

# Session 6 : Blending With Consonants - Part 3

Session Title	Blending Sounds, Building Words- Part 3
Objective	<ul style="list-style-type: none"><li>• Identify and pronounce consonant-vowel blends formed by C, G, V, and J with the vowels a, e, i, o, u.</li><li>• Recognize and read simple words and phrases that utilize these blends.</li><li>• Apply their knowledge by constructing new words and sentences using the learned blends.</li><li>• Engage in interactive activities to build listening, speaking, and collaborative skills through games, group tasks, and creative storytelling.</li></ul>
Topic	Consonant-Vowel blends with C, G, V, and J (Blending Consonants with a, e, i, o, u)
Methodology	Interactive Learning

Materials	<ul style="list-style-type: none"><li>• Sound Detective Badges Printable badges for students to wear during the session.</li><li>• Blend Cards Cards with consonant-vowel blends (ca, go, va, ju, etc.) to introduce and practice sounds.</li><li>• Letter Tiles Plastic or paper tiles with individual letters for word-building activities.</li><li>• Word Cards Cards with simple C, G, V, J blend words (e.g., cat, goat, vet, jug) for the Reading Race and practice.</li><li>• Flashcards Visual aids showing blends (ca, ce, ci, etc.) for pronunciation practice.</li></ul>
Session Duration	90 minutes

# Introduction Activity (20 minutes)

## Sound Detective

Teacher: Welcome, Sound Detectives. Today, each of you is becoming a Sound Detective — your mission is to find secret sounds in words! You'll be listening closely for special blends like ca, go, va, ju and more.

But before we begin, every great detective needs a badge!

Here is your Sound Detective Badge — wear it proudly!

Now let's get ready to listen, learn, and crack the code of sounds!"



### **Step 1: Say the Words**

Say one word at a time, clearly. After each word, pause and let students respond.

For example:

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- Teacher says: “Cat”

Students say: “ca!”

- Teacher says: “Goat”

Students say: “go!”

- Teacher says: “Van”

Students say: “va!”

- Teacher says: “Jug”

Students say: “ju!”

Important: Only say one word at a time and give them time to think.

## Step 2: Add Some Trick Words

Throw in a few words that don’t start with the focus blends (to keep it fun and challenging):

Examples:

- You say: “Ball” → Students say: “Not our sound!”
- You say: “Sun” → Students say: “Not our sound!”

This helps develop discrimination skills — they learn to tell what fits and what doesn’t.

# Main Activity (35 minutes)

## Blend Introduction & Pronunciation (15 minutes)

- Introduce blends using flashcards:
  - C: ca, ce, ci, co, cu
  - G: ga, ge, gi, go, gu

- V: va, ve, vi, vo, vu

- J: ja, je, ji, jo, ju

- Practice repeat-after-me pronunciation.

## Blend & Build Challenge (20 minutes)

### Step-by-Step Instructions

#### 1. Group Setup

- Divide the class into small groups of 3–4.
- Give each group:
  - A set of blend cards
  - A tray or bag of letter tiles (plastic or paper cutouts)

#### 2. Build with Letter Tiles

- Students choose a blend card (e.g., vi) and use the letter tiles to build as many real words as they can with that blend (e.g., van, vet, vibe).
- They arrange the tiles on the table to physically see and touch the sounds.
- For each correctly built word, the group earns a point or sticker.

#### 3. Create a Word Wall

- Each group picks their top 3–5 words and writes or pastes them on the class “Blend Word Wall”.
- One student from each group reads the words aloud to the class.

#### Wrap-Up:

- Applaud participation with a “Great Word Builder!” cheer.

## Follow-Up Activity (25 minutes)

### Reading Race

### **Prepare Word Cards:**

- Use simple words with blends like cat, gap, vet, jug, van, goat, jam, etc.
- You can use cards from the previous activity or create new ones.

### **Divide into Teams:**

- Split the class into two or three teams.
- Each team forms a line.

### **The Race:**

- Place the word cards at the front of the classroom (on a table, board, or wall).
- One student from each team runs up, picks a word card, reads it aloud, and runs back.
- If they read it correctly, the team earns 1 point.
- If the word includes a target blend (e.g., ga, ju, va), they earn 2 points.
- Continue until everyone has had a turn.
- The team with the most points wins a small prize or gets a cheer!

### **Celebrate Learning:**

Congratulate the class:

Teacher: Today you became Sound Detectives, Word Builders, and Reading Racers — and you did amazing!

## **Review Question(10 minutes)**

1. What blend do you hear in the word "van"?
2. Can you say a word with the "ca" blend?
3. Which blend is in the word "goat"?

### **Recap & Reflect:**

- Ask students:  
“What new blends did we learn today?”

“Can you give me one word with ‘ju’? With ‘ca’? With ‘vi’?”

- Quickly review a few blend cards on the board as a group.

# Expected Learning Outcomes:

## Knowledge Building:

1. Students will identify and pronounce consonant-vowel blends formed by C, G, V, and J with vowels (a, e, i, o, u).
2. Students will recognize and read simple words that include these blends.
3. Students will understand the concept of blending consonants and vowels to create words.

## Skill Building:

1. Students will improve their phonemic awareness by accurately identifying and pronouncing consonant-vowel blends.
2. Students will develop word-building skills by constructing words with letter tiles and practicing blends.
3. Students will enhance listening, speaking, and communication skills by actively participating in group activities and games.
4. Students will build teamwork and collaboration through group tasks such as the “Blend & Build Challenge” and “Reading Race.”

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Revision #10

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