Session 7 : Blending With Consonants - Part 4

Session Title	**The Sound Quest: Adventures with C and Z - Part 4**
Objective	1. Recognize and pronounce blends with X, Y, Z. 2. Identify beginning sounds in words. 3. Build phonemic awareness through storytelling. 4. Respond to and apply sounds in inter games. 5. Practice listening and speaking with confidence.
Topic	Exploring Beginning Sounds with Q, W, X, through Storytelling and Play
Methodology	Story-Based Phonics Approach
Materials	1. Story props or visual cards (for Quinn Wendy, Xeno, Yara, Zane) 2. Flashcards with blends (qa, qe, qi, qo, etc.) 3. Spinner or dice labeled with characte names or colors 4. Blend cards (wa, we, wi, etc.) 5. Board and markers 6. Stickers or small rewards (optional)
Session Duration	90 minutes

Introduction Activity (20 minutes):

Guess the Sound Friend

Step-by-Step:

1. Say to the Class:
   “Today, you will meet five fun Sound Friends! Each one has a favorite sound. Can you guess who it is from the clues?
2. **Clue Time (One by One):**

Q – Quinn

Clue: “This friend lives in a quiet village and is searching for a quilt. Who could it be?”
Answer: “Quinn starts with Q – /kw/ sound!”

W – Wendy

Clue: “This friend loves getting wet and playing with water balloons. Who is it?”
Answer: “Wendy starts with W – /w/ sound!”

X – Xeno

Clue: “This friend opened a box and found a fax machine and a xylophone. Who is it?”
Answer: “Xeno starts with X – often heard in the middle or end like in ‘box’ – /ks/ sound!”

Y – Yara

Clue: “This friend loves playing with her yellow yo-yo and has a yak. Who do you think it is?”
Answer: “Yara starts with Y – /y/ sound!”

Z – Zane

Clue: “This friend has a zebra who loves riding the zipline. Who is this zippy friend?”
Answer: “Zane starts with Z – /z/ sound!”

Wrap-Up:

- Review each letter and sound briefly:
  “Let’s say the sounds together — Q is /kw/, W is /w/, X is /ks/, Y is /y/, Z is /z/”

Main Activity (45 minutes):

The Quest for the Missing Sounds

[Begin with excitement]

“Boys and girls, today we are going on a sound adventure with five special friends! They are not just ordinary kids—they’re Sound Seekers! Each one is looking for something that starts with their special sound. Let’s see who we meet…”

> **1. Quinn and the Queen’s Quilt**
>
> Quinn lived in a quiet village. One day, the Queen called him:
> “Quinn! My quilt is missing!”
> Quinn jumped up and grabbed his quill and quick shoes.
> He searched near the quack of ducks, and under the quiet tree.
> Finally—"There it is!" The colorful quilt was stuck in a quicksand patch!
>
> Ask: “What sound do you hear in quilt, quack, quicksand?”
> (Write: qa, qe, qi, qo, qu on board.)
>
> **2. Wendy and the Wet Water Balloon**
>
> Wendy was having a splashy day. She lost her favorite wet water balloon.
> “Oh no!” she cried. “Where’s my balloon?”
> She looked in the wagon, under a web, and behind the wiggly worm.
> Splash! She found it! Right next to a woozy walrus!
>
> Ask: “What sound starts wet, web, wagon?”
> (Write: wa, we, wi, wo, wu on board.)
>
> **3. Xeno and the Magic Box**

Xeno loved puzzles. One day he found a magic box that went zap!
Inside, he found an ax, a fax, and a shiny xylophone!
He shouted, “X marks the spot!”
The box zipped shut with an x-ray light!

Ask: “Where did we hear the ‘x’ sound? Beginning? Middle? End?”
(Write: Words with x in middle/end: ax, box, fox, six.)

4. Yara and the Yellow Yo-Yo

Yara loved her yellow yo-yo. But today, it was missing!
She looked near her yak, behind the yogurt cup, and under her yucky umbrella.
“Yippee!” she yelled. “I found it in the yarn basket!”

Ask: “What sound do we hear in yo-yo, yak, yarn?”
(Write: ya, ye, yi, yo, yu on board.)

5. Zane and the Zebra’s Zipline

Zane’s pet zebra loved zooming on a zipline!
But today, the zipline was gone! Zane searched the zoo, peeked under a zucchini plant, and spotted some zigzag tracks.
“Zowie!” he shouted. The zebra was already zooming across the sky!

Ask: “What sound starts zebra, zipline, zoo?”
(Write: za, ze, zi, zo, zu on board.)

Closing the Story

Teacher: All five friends found their favorite things! And do you know what helped them? Their ears! They listened carefully for the beginning sounds of each word. You are now ready to go on your own sound quest!

Follow-Up Activity (20 minutes):

Spin & Say the Sound

Step-by-Step Instructions:

Step 1: Set up the Spinner or Dice

Label each section with a color or character name:

- □□ Blue = Quinn (Q)
- □□ Green = Wendy (W)
- □□ Red = Xeno (X)
- □□ Yellow = Yara (Y)
- □□ Purple = Zane (Z)

Step 2: Take Turns

One student comes up and spins the spinner (or rolls the dice).

Step 3: Identify the Character and Their Sound

Based on the spinner result, say:
"It's Wendy's turn! What letter does Wendy start with?"
Student answers: W
"Great! What sound can W make with a vowel?"
The student says a blend: wa, we, etc.

Step 4: Say a Word with the Blend

The student picks the correct blend card (like we) and says a word that starts with it.
For example: "Wet" or "Web"

Optional bonus: Act it out or draw it on the board!

Step 5: Keep Playing

Give everyone a turn. Celebrate correct answers with claps or stickers.

Conclusion

“Great job, Sound Stars! Today you listened carefully, said your sounds clearly, and helped our story friends! I’m so proud of you!”

“Give yourself a big clap — you are all amazing learners!”

“You’re now official Sound Stars! Keep listening, keep learning, and keep having fun with sounds!”

Review Question (5 minutes):

1. **List 5 words** with the blends (Q, W, X, Y, Z).
2. **Peer Sharing:** Share your list with a classmate and practice saying the blends.
3. **Blend Review:**
   - What blend is in "wet"?
   - Give a word with the "zo" blend.

Expected Learning Outcomes:

Knowledge-Based:

- Recognize and identify consonant-vowel blends (qa, we, etc.) and their sounds (e.g., /kw/, /w/).
- Understand how to construct words using these blends (e.g., wet, web).
- Associate specific characters with their sounds (e.g., Quinn = /kw/).

Skill-Based:

- Improve pronunciation and fluency of blends.
- Develop listening skills and sound discrimination.
- Engage in interactive participation through games and group activities.
- Build words using letter tiles and practice writing and speaking.
- Enhance critical thinking through phonemic problem-solving.
- Gain confidence in using new sounds and words in class.

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