Session 8 : Blends

Session Title	Let’s Play with Sounds
Objective	1. Identify common digraphs and blends: sh, ch, th, ph, wh, ck, ng, gh, fl, gr 2. Pronounce each sound clearly and accurately 3. Recognize and match sounds to example words 4. Work cooperatively in movement-based phonics games 5. Recall and apply sounds in oral and written activities 6. Build listening, speaking, and social skills through interactive tasks
Topic	Exploring Digraphs and Blends: Sh, Ch, Th, Ph, Wh, Ck, Ng, Gh, Fl, Gr
Methodology	Collaborative Learning ,Interactive Learning
Materials	1. Word Cards: Cards with words and pictures for each digraph/blend (sh, ch, th, ph, wh, ck, ng, gh, fl, gr). 2. Sound Labels: Pre-written labels for digraphs/blends (sh, ch, th, etc.) on chart paper or the whiteboard. 3. Recording Sheets: For students to write words during the Sound Circle Scoot activity. 4. Chart Paper/Whiteboard: For displaying sound labels and example words.
Session Duration	90 minutes

Introduction Activity (30 minutes):

Sound Match & Mingle

Steps:

1. **Pass Out Cards**
   Give each student one word card. Make sure the card clearly shows the word and a picture.
2. **Find Your Sound Partne**r
   Say:
   “Your job is to look at your card, say your word out loud, and listen to the beginning or ending sound. Then, go around the room and find someone else whose word has the same beginning or ending sound as yours!”
   Example pairs:

- sh: fish – shoe
- ch: chair – cheese
- th: thumb – bath
- fl: flag – flower
- gr: grapes – green
- **Group & Share**
  After students pair up or group by sound, they come to the front and stick their cards under the matching digraph/blend label (pre-written on the board or chart paper).

- Each group says their words out loud to the class.
- The teacher highlights the sound and how it's spelled.

Word Card Set:

sh	ch	th	ph
• ship • fish • brush	• chair • cheese • lunch	• thumb • bath • three	• phone • photo • dolphin

wh	ck	ng	gh
• whale • wheel • whistle	• duck • rock • sock	• ring • king • sing	• laugh • cough • high

fl	gr
• flag • flower • flip	• grapes • green • grow

Main Activity (30 minutes):

Sound Circle Scoot

Set-Up:

1. Hang or place the Word Cards in a circle around the classroom.
2. Each Word Card should have only the sound (e.g., "sh" inside a circle or fun design).
3. Students each stand near one card, forming a circle.

How to Play:

1. **Start the Activity:**

- Each student reads the sound aloud at their station (e.g., “sh”).
- Then they write one example word that contains that sound on their recording sheet.
  - Example: Standing at "sh", a student writes “ship” or “fish”.
- **Scoot Time!**

- The teacher calls “Scoot!”.
- Each student moves clockwise to the next sound station.
- **Repeat:**

- At the new card, students read the sound aloud and write a new word on their sheet.
- **Continue until students have visited all sound cards.**

Follow-Up Activity (25 minutes):

Think & Clap Bingo

Step-by-Step Instructions

1. Prepare Students

- Have students sit in rows, on the floor, or at their desks.
- Explain:
  “We’re going to play a listening Bingo game. I’ll say a sound like ‘sh’ or ‘ch’, and you’ll tell me a word that has that sound. When you get five correct, shout ‘Bingo!’”

2. Set the Goal

- Each student will keep track of their own correct answers using fingers (1 finger per word).
- Once they have 5 correct, they can shout “Bingo!”

3. Begin the Game

- Say a sound (e.g., “sh”).
- Ask students:
  “Who can tell me a word with the ‘sh’ sound?”

- Students raise hands to answer.
- Choose one student to respond (e.g., “ship”).
- If it’s correct, everyone who hasn’t already used that sound can hold up one finger.
- Keep going with new sounds (like ch, th, ph, wh, ck, ng, gh, fl, gr).

4. Celebrate Bingos

- When a student gets 5 fingers (5 correct answers), they shout “Bingo!”
- Ask them to say their 5 words aloud to the class.

Conclusion

“Great job today, everyone! We learned and practiced some important sounds that help us read and spell words better — like sh, ch, th, ph, wh, ck, ng, gh, fl, and gr. We listened carefully, played games, moved around, and even thought of our own example words. That’s amazing teamwork and learning!”

Review Questions/Assessment/Task (5 minutes):

- “What was your favorite sound today?”
- “Can anyone tell me one new word they learned?”

Expected Learning Outcomes:

Knowledge-Based:

- Recognize and identify common digraphs and blends (sh, ch, th, ph, wh, ck, ng, gh, fl, gr).
- Match words to corresponding sounds.

Skill-Based:

- Pronounce digraphs and blends correctly.
- Write and generate example words with the targeted sounds.
- Improve listening, speaking, and collaborative skills through interactive activities.

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