

Session 9

	Sess ion 9
Sess ion Title	Blen ding Con son ants , Vow els, and Sou nds to For m Wor ds

Objective

- Help students blend consonants and vowels into two- and three-letter words.
- Improve students' pronunciation by practicing blending sounds in a systematic way.
- Enable students to

Topics/Concept

- Introduction to blending two- and three-letter words.
- Focus on correct pronunciation of consonant-vowel-consonant (CVC) words.
- Creative writing and visualization of words

Material
Required

- Paper, markers, and colors for the drawing activity.
- Letter boards to display words.
- Examples of simple words (cat, mat, pig, tin, bin, rat, fox, cup)

Methodology

- Visual, auditory approaches will be used to ensure active participation.
- Emphasis on pronunciation through repetition, movement, and sound blending activities.
- A hands-on craft and

Session Plan 90 Min

Intro Activity

- Greet students and review vowel sounds from the previous sessions.
- Show a flashcard with the vowels (A, E, I, O, U) and have students repeat the sounds aloud.
- Ask the students to quickly recall some consonants (S, M, P, T, etc.) and blend them with vowels (e.g., S + A = SA, P + E = PE).

Main Topic/ Activity

Activity 1: Review of Blending Two Letters (Vowel + Consonant)

- Start by reviewing the blending of a consonant with a vowel (e.g., S + A = SA, S + E = SE).
- Ask the students to say the sound and repeat the combination multiple times.
- Continue with other consonant-vowel combinations like T + O = TO, M + A = MA, etc.

Activity 2: Blending to Form Three-Letter Words (CVC)

Introduce three-letter words (CVC words) that can be created by blending consonants and vowels.

- Show the combination "S + A = SA" and then add a consonant to form the word "S + A + D = SAD."
- Continue with similar examples:
 - "C + A + T = CAT"
 - "M + A + T = MAT"
 - "P + I + G = PIG"
 - "T + I + N = TIN"
 - "B + I + N = BIN"
 - "R + A + T = RAT"
 - "F + O + X = FOX"
 - "C + U + P = CUP"

Have students repeat these words after you and focus on their pronunciation.

Activity 3: Interactive Word Building Game

- Give each student a set of letter flashcards with consonants and vowels.
- Ask students to build three-letter words by combining consonants and vowels. For example, "C + A + T" for CAT or "T + I + N" for TIN.
- Students will practice blending the sounds and pronouncing the words as they form them.

Activity 4: Creative Word and Drawing Activity

- Provide students with paper and markers.
- Ask them to draw a picture representing one of the words they've just learned (e.g., a cat, a rat, a pig).
- After drawing, students will write the word next to the picture.
- Students can color the pictures as they like while practicing the pronunciation of the word.

Activity 5: Sound Blending and Pronunciation Practice

- Create a "blending station" where students stand in front of a chart with CVC words. They will say each word out loud as they blend the sounds.
- Encourage students to break down each word into its sounds (e.g., "C-A-T" = "Cat") and then pronounce it in one go.
- You can also have students play in pairs, with one student saying a sound and the other adding the next letter or sound to form the word.

Expected Learning Outcome:

Knowledge building-

- Students will recognize and correctly pronounce two- and three-letter words formed by blending consonants and vowels.
- They will associate consonant, and vowel sounds with letters and words.

Skill Building-

- Improved pronunciation and phonemic awareness.
- Enhanced writing skills as students learn to spell CVC words.

- Development of listening, observation, and coordination skills through blending sounds.

Review Questions/Assessment/Tasks

1. Show flashcards of consonants and vowels and ask students to blend them to form words (e.g., "M + A + T = MAT").
2. Quick oral quiz: Ask students to say the word that corresponds to a picture (e.g., show a drawing of a "rat" and ask the student to say the word).
3. Ask students to write a word (e.g., "cat," "mat," "bin") and pronounce it aloud.

Follow up Tasks

- Introduce simple sentences using the words learned (e.g., "The cat sat on the mat").
- In the next session, move on to practicing blending more complex words (e.g., words with blends like "st," "br," etc.)

Revision #2

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