



Teaching Script: Blending Adventures with Letters A-C

Lesson Overview

Grade Level: Kindergarten (Ages 5-6)

Duration: 30 minutes

Subject: Phonics and Early Reading

Standards Alignment: RF.K.2, RF.K.3

Learning Objectives:

- Accurately identify and produce sounds for letters A-C
- Successfully blend consonant-vowel combinations
- Demonstrate understanding of sound-symbol relationships
- Apply blending skills in guided practice activities

✓ Blending Bear puppet

✓ Letter cards (A, B, C)

✓ Vowel cards

✓ Magnetic letters

✓ Whiteboard

✓ Floor circles

✓ Student worksheets

✓ Sound station materials

Pre-Lesson Setup (Before Students Arrive)

[Arrive 15 minutes early to prepare the learning environment]

Room Organization:

- Clear carpet area for circle time - ensure enough space for all students
- Arrange three distinct learning stations with clear pathways between them
- Position teacher chair for optimal view of all areas
- Set up whiteboard at student eye level

Station Setup Details:

1. Letter Tile Station:
 - Place magnetic letters on low table
 - Arrange letter cards A, B, C in separate piles
 - Position mirrors for sound practice
2. Picture Matching Station:


- Lay out picture cards face-up
 - Set up self-checking system
 - Include visual instruction card
3. Writing Practice Station:
- Prepare letter formation guides
 - Set out pencils and erasers
 - Position alphabet strip for reference

Opening Segment (0-5 minutes)

"Good morning letter learners! Today we're going on a special adventure with our friend Blending Bear to discover the magic of putting letter sounds together!"

[Hold up Blending Bear puppet with enthusiasm]

1. Gathering Routine (1 minute):

" Letter friends, letter friends, come sit down with me, Letter friends, letter friends, 1-2-3!"

2. Introduction with Blending Bear (2 minutes):

"Look who's here to help us today! This is Blending Bear, and he's very hungry for letter sounds. Watch what happens when he eats two sounds together..."

3. Sound Demonstration (2 minutes):

[Using exaggerated mouth movements] "When Blending Bear sees the letter 'A', he says /a/... When he sees 'B', he says /b/... And when these sounds get together... /b/ /a/ becomes 'ba!'"

Engagement Strategies:

- Use animated expressions for each sound
- Encourage physical mimicking of mouth positions
- Praise enthusiastic participation
- Monitor for understanding through observation

Watch For:

- Students using letter names instead of sounds
- Confusion between short and long vowel sounds
- Difficulty transitioning between sounds

Sound Exploration (5-10 minutes)

"Now we're going to become sound detectives! Our mission is to discover how these letters make their special sounds."

[Display large letter cards one at a time]

Letter Sound Sequence:

1. Letter A Introduction:

"Watch my mouth: /a/ like in 'apple' (touch apple picture) Everyone, make your mouth small and say /a/"

2. Letter B Exploration:

"Feel your lips: /b/ like in 'ball' (bounce imaginary ball) Your lips pop open for /b/"

3. Letter C Discovery:

"Listen carefully: /c/ like in 'cat' (make cat whiskers) It's like a quiet cough in your throat"

Support Strategies:

- Visual Learners:
 - Show mouth position pictures
 - Use hand motions for each sound
 - Display anchor charts
- Auditory Learners:
 - Provide rhythm patterns
 - Use sound association games
 - Include musical elements
- Kinesthetic Learners:
 - Add movement to each sound
 - Use tactile letter cards
 - Incorporate full body motions

Blending Practice Activities (10-15 minutes)

"Now that we know our sounds, let's help Blending Bear make some special sound combinations!"

1. Sound Jumping Game (4 minutes)

- Place two floor circles labeled with letters
- Model jumping from sound to sound
- Practice blending: /b/ - /a/ = "ba"

"Watch me hop from letter to letter. First sound... /b/... second sound... /a/... When I put them together quickly - 'ba'! Now you try!"

2. Sound Train Activity (4 minutes)

- Students form "sound train" lines
- Each child holds a letter card
- Practice linking sounds together

"Let's make a sound train! When I tap your shoulder, make your sound. Ready? /c/ - /a/ makes 'ca!'"

3. Mirror Practice (4 minutes)

- Distribute hand mirrors
- Observe mouth positions
- Practice sound transitions

Management Strategies:

- Use attention signal: "Letter Learners, Sound Check!"
- Establish clear rotation procedures
- Monitor volume levels with visual cues
- Keep transitions under 30 seconds

Guided Practice Stations (15-20 minutes)

Station 1: Teacher-Led Blending (5-6 minutes per group)

"At this station, we'll work together with Blending Bear to make special sound combinations. Watch carefully as I show you how to blend these sounds smoothly."

1. Display letter pair (e.g., B-A)
2. Model slow blending
3. Practice quick blending
4. Individual student turns

Station 2: Independent Practice (5-6 minutes)

- Picture sorting by initial sound
- Letter tile matching
- Sound recording station

Station 3: Partner Work (5-6 minutes)

- Sound matching games
- Peer blending practice
- Letter hunt activities

Station Modifications:

Support Level	Modifications
Additional Support	- Use fewer letter combinations - Provide visual cues - Include physical manipulatives

- Add more letter combinations

Extension Activities - Include writing practice

- Incorporate word building

Quick Check Assessment (5 minutes)

"Now Blending Bear wants to see how many sounds you can blend! I'll show you two letters, and you'll help me blend them together."

Observer for:

- Accurate sound production
- Smooth blending ability
- Sound-symbol recognition
- Participation level

Recording Method:

- Individual assessment cards
- Digital tracking system
- Observational notes

Review Game (5 minutes)

"Let's play 'Blending Bear Says' to practice our new skills!"

1. Show letter combination
2. Students blend sounds
3. Act out related movement
4. Celebrate success

Reflection Circle (5 minutes)

- "What was your favorite sound to make?"
- "Which sounds were tricky?"
- "What helped you remember the sounds?"

Take-Home Connection

- Sound practice cards
- Parent information sheet
- Letter hunt homework
- Practice recording sheet

Teacher Reflection and Notes

Key Areas for Observation:

- Student engagement levels
- Effectiveness of activities
- Pacing appropriateness
- Group dynamics
- Individual student needs

Planning for Next Lesson:

- Review assessment data
- Adjust groupings if needed

- Modify activities based on progress
- Prepare additional support materials

Documentation Space:

Date: _____

Successful Strategies: _____

Areas for Adjustment: _____

Student Progress Notes: _____

Follow-up Actions: _____

"Wonderful work today, letter explorers! Let's review what we learned with Blending Bear!"

Quick Assessment Points:

- Can students produce individual sounds for A, B, C?
- Are they able to blend sounds together?
- Do they show confidence in sound manipulation?

"Time to say goodbye to Blending Bear! Everyone wave and say: 🎵 Goodbye letter sounds, see you next time, We'll blend you together, make words that rhyme! 🎵"