

ELA

Blends and Digraphs

Kindergarten

State Standard(s):

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Student Learning Objective(s): TSWBAT read an animal sound poem, looking closely across the words to read them just as they were intended.

- **Resources and Materials**

- Forest Orchestra poem by Georgia Heard
- Fill in the blank Forest Orchestra [blends/digraphs worksheet](#)

- **Lesson**

ARK:

As a whole group, the class will follow along on their alphabet chart stating letter names, a word that starts with that letter, and the sound of the letter. The teacher will then read off the sight words to the class and the students will repeat the word back (I say, you say). The teacher will then lead the students in making the sounds of each blend and digraph by having them follow along on the chart.

TIP/SAP:

- I Do:

"Today we are going to read a poem called *Forest Orchestra* by Georgia Heard. Georgia wrote this poem, what does that make her?" *Author.* "This poem is about animal noises in a forest. She worked really hard to capture the sounds that different animals make and put them on a page, so that others can read them and make the same sounds. She listened so hard and tried to get the right letters to put the sounds she heard on the page. Who remembers what the word phonics means?" "Let's read the first part together. Be listening and thinking in your heads about what blends and digraphs may be used in these sounds." *Read the Mammals stanza.* "I noticed some blends and digraphs in this first part. Did you?" *Point out which words these are in and write them on the board. Read the Insects stanza. Stop after katydid and identify the /ch/ digraph. Continue reading. Stop after the grasshopper and identify the /st/ blend.*

- We Do:

"Now we will do the third part together." *Read the Birds stanza. Stop after each bird and have the students identify the blends and digraphs as a class. Write them on the board for everyone to see (CH, DR, and PL).*

- Two Do:

"Now get out your white boards and markers and with your partner, you are going to read through this poem and write down every word you see that has a blend or a digraph in it. Then go through and circle the blend or digraph that is in that word." *Walk around and check for student understanding. Once students are finished, draw sticks and ask that student to share one word they had found.*

- You Do:

"Now on your own, you are going to fill in the blank blends and digraphs in each word from this poem. You may use the poem to help you." Pass out the [fill in the blank version](#) of this poem. "When you have finished, bring it to me and I will check it."

- ISS:

"On a blank piece of paper, you will write out all of the blends and digraphs from our chart."