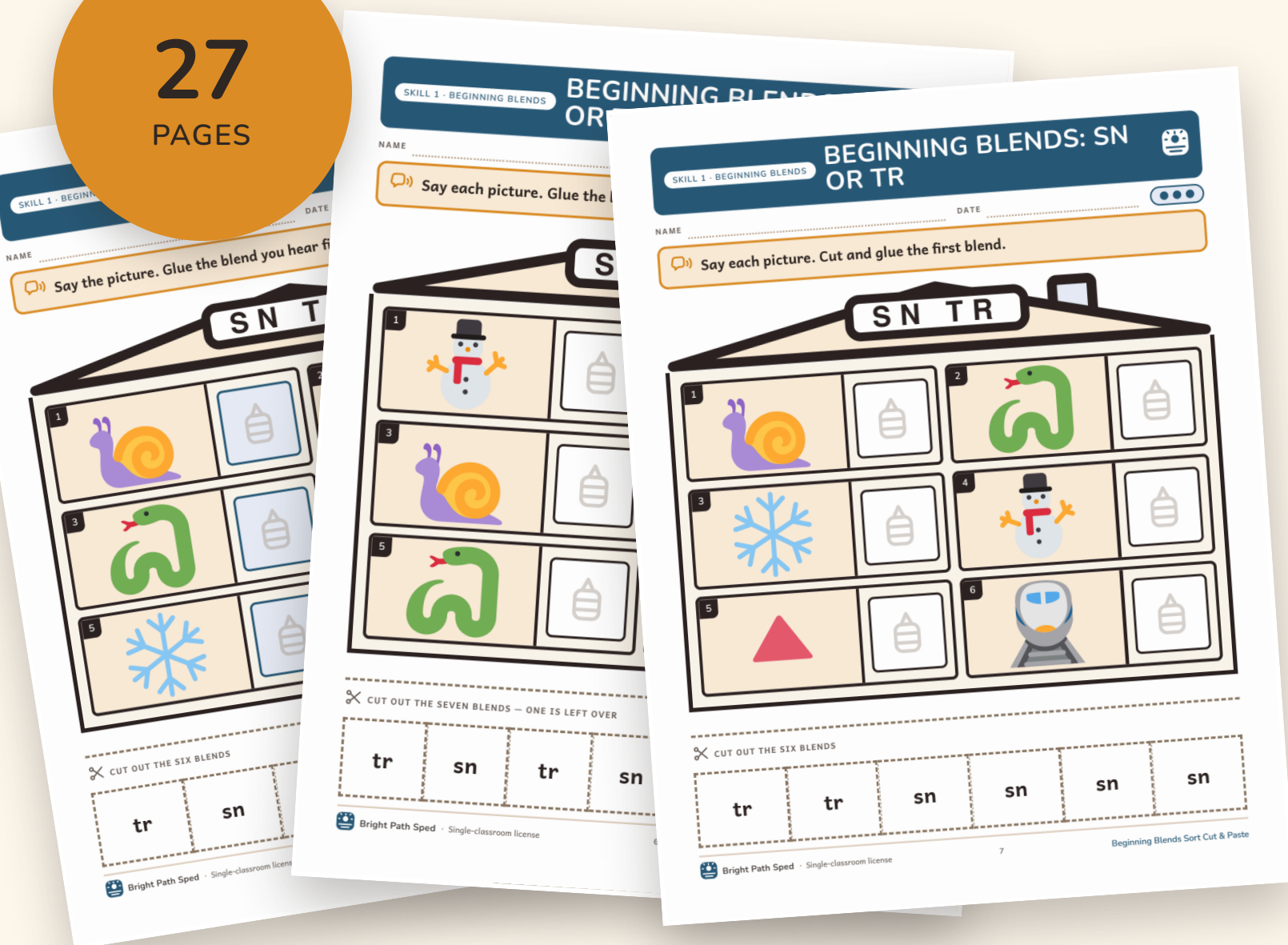


BEGINNING BLENDS

Blend Sound Sort Cut and Paste, 3 Levels

27
PAGES



BRIGHT PATH SPED

K-2 · Special Education



Four skills on one job: hearing the blend of two letters at the very start of a word. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it. The stage directions in the lighter type are for you, not for the class.

2 Pick a level per student, not per class

Level 1 is a tinted box showing exactly where a piece goes, and no spare piece. Level 2 adds a spare piece with no tint. Level 3 takes the tint away and keeps the piece count exact, split unevenly where the data allows it. Nobody's page says which level it is: the three dots on the name line are the only code, and they are for you.

3 The paired skills and the sort print no word at all

On the sn/tr and cr/fl pages and on the sorting pages, no word is printed next to any picture: the picture is the prompt and the beginning blend is the answer. The only print a student meets there is the blends themselves — on the roof sign, over each sorting house, and on each card to cut. On Review: Beginning Blends the word is printed beside the picture with its blend cut out, because a hole at the very start of the word is a different, harder read than a picture alone.

4 Say the picture out loud before anything is cut

A student who names the picture silently and then glues is doing a matching task. Naming it out loud is the part you can hear, correct and take data on, and it is the reason the direction line on every page starts with Say.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Teach sn and tr first even if you plan to skip around. Blending two consonants together without a vowel is the new part of this skill, and those two blends sound the most different from each other, so they are the easiest pair to tell apart on day one.



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture with no letters printed beside it, the student will glue the blend heard FIRST in the word, choosing between sn and tr, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Today two sounds blend together at the start of a word, with no vowel between them. The first is /s/ and /n/ said as one move: sn, like in snail. The second is /t/ and /r/ said as one move: tr, like in train.”

Say snail slowly, holding the blend. Then say train the same way.

“Ssn-ail. Trr-ain. Say them with me. The two letters never come apart — you cannot say sn without the n right behind the s.”

“When you look at a picture, say the whole word out loud first. Then say it again and listen only to the very start, before the vowel.”

“No word is written on your page — only the two blends on the roof and the blends on your strip. The picture tells you the word, your mouth tells you the blend, and the card you glue tells me you heard it.”

Read the direction line once, then let them work.

THE THREE LEVELS



Six pictures, six cards, and the box is tinted so there is no question where a piece goes. Nothing spare — but both blends are on the strip, because choosing between them IS the skill.



Six pictures, no tint, seven cards, one spare. The spare is a second copy of a blend already in play, so a student who counts the pieces instead of listening gets the page wrong.



Six pictures, no tint and no spare, split unevenly (four sn, two tr) so neither blend is the safe guess.

IF A STUDENT IS STUCK

- If a student says the two sounds apart — 's... n... ail' instead of one blended move — model it as one push of air: say sss then slide straight into the n without stopping.
- If a student glues a piece into every box without saying anything — using the pieces up rather than listening — cover the strip with your hand and ask for the word out loud before a card is touched.
- If sn and tr keep swapping — both start with a hiss-like sound to a beginner — have them feel the difference: sn starts in the nose (hum the n), tr starts with the tongue tapping up top.

TRY IT IN THE ROOM TODAY

Before the bell, find something in the room that starts with sn and something that starts with tr. A snack and a tray will do.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



BEGINNING BLENDS: SN
OR TR

NAME

DATE



Say the picture. Glue the blend you hear first.

S N T R

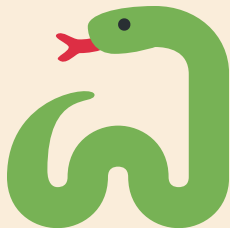
1



2



3



4



5



6



CUT OUT THE SIX BLENDS

tr

sn

tr

sn

tr

sn



BEGINNING BLENDS: SN
OR TR

NAME

DATE

 Say each picture. Glue the blend you hear first.

S N T R

1



2



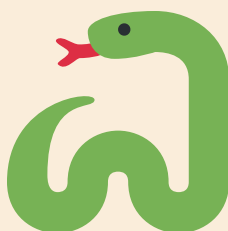
3



4



5



6



 CUT OUT THE SEVEN BLENDS — ONE IS LEFT OVER

tr

sn

tr

sn

tr

sn

sn



BEGINNING BLENDS: SN OR TR



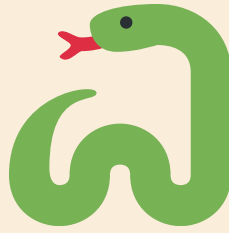
NAME

DATE



 Say each picture. Cut and glue the first blend.

S N T R

1 		2 	
3 		4 	
5 		6 	

 CUT OUT THE SIX BLENDS

tr	tr	sn	sn	sn	sn
----	----	----	----	----	----



REVIEW: BEGINNING BLENDS



NAME

DATE



Say the word. Glue the blend that is missing.

S N T R F L

1



a i l

2



u c k

3



a g



CUT OUT THE FIVE BLENDS

fl

sn

tr

sn

fl



REVIEW: BEGINNING
BLENDS

NAME

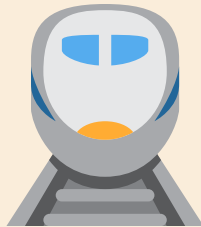
DATE



Say each word. Glue the blend that is missing.

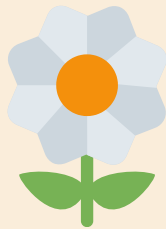
T R F L C R

1



a i n

2



o w e r

3



a b



CUT OUT THE FIVE BLENDS

cr

tr

fl

tr

cr



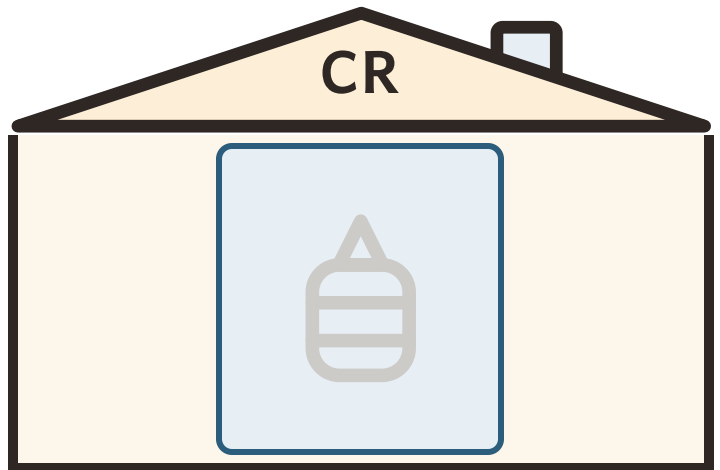
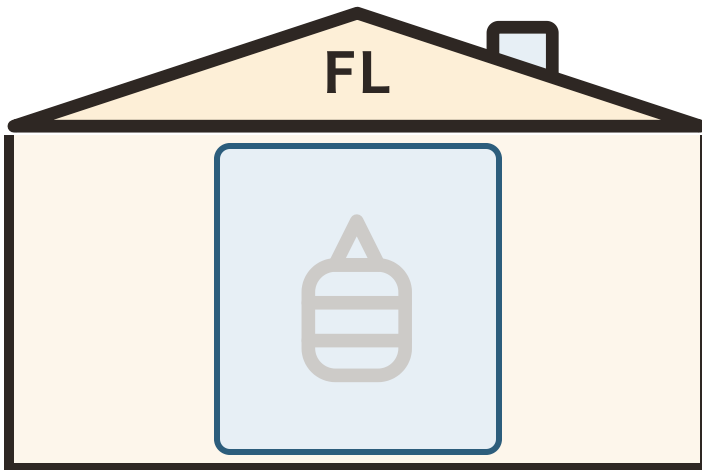
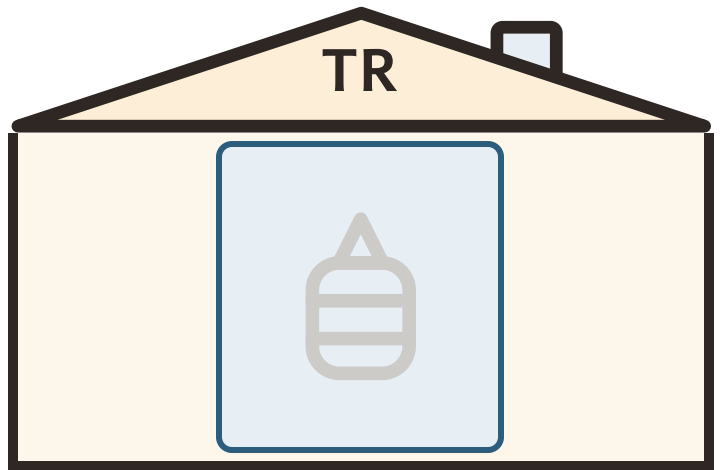
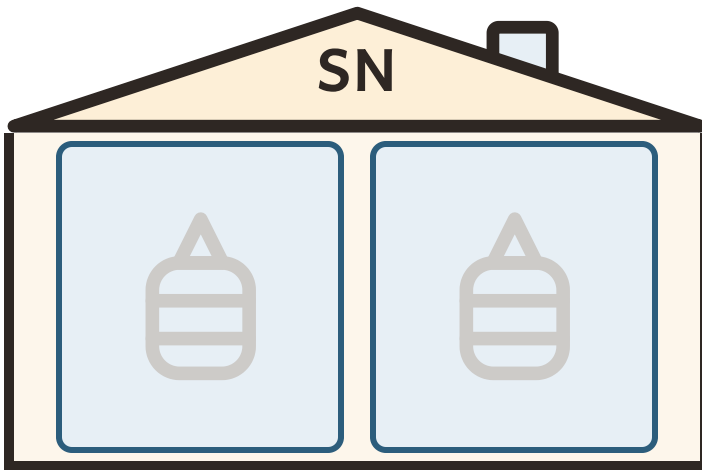
SORT BY BEGINNING
BLEND

NAME

DATE



Cut out the pictures. Glue each picture in the house for its first blend.

 CUT OUT THE FIVE PICTURES

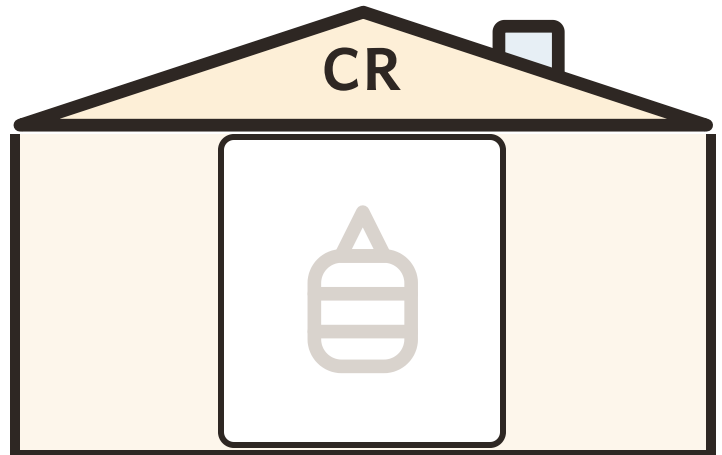
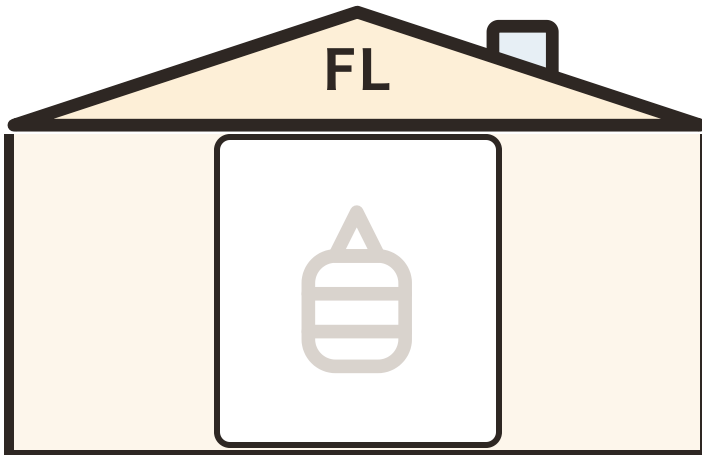
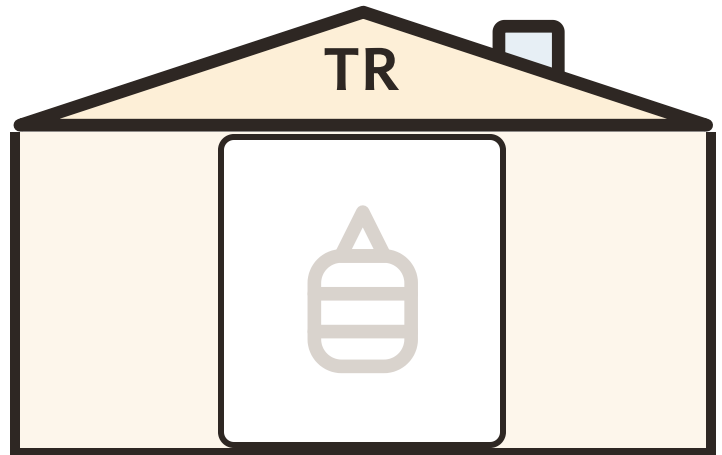
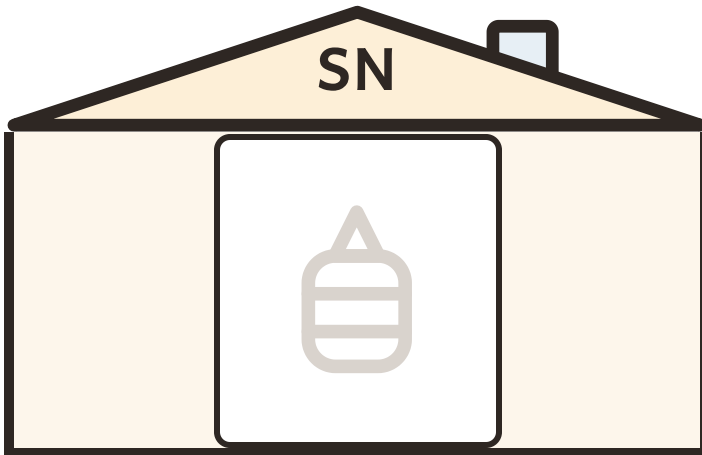
SORT BY BEGINNING
BLEND

NAME

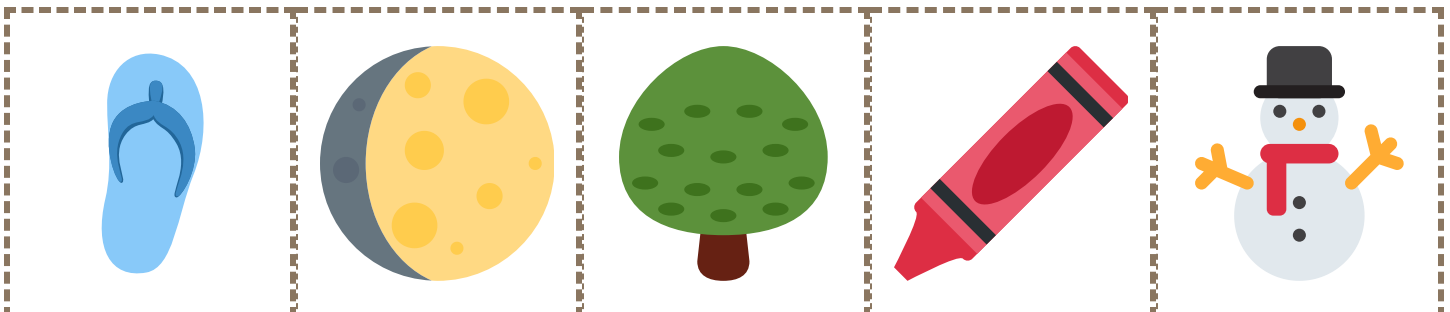
DATE



» Say each picture and glue it in the house for its first blend. There is a card that belongs in none of them.



✂ CUT OUT THE FIVE PICTURES — ONE IS LEFT OVER



ANSWER KEY — SN/TR AND CR/FL



Each item is listed as the picture and the blend that belongs in its box, in the order the pictures appear on the page. Every answer was recomputed from the same data that draws the page, not typed in by hand.

Beginning Blends: sn or tr

Level 1 snail – sn triangle – tr snake – sn train – tr snowflake – sn truck – tr

Level 2 snowman – sn tree – tr snail – sn train – tr snake – sn truck – tr (left over: sn)

Level 3 snail – sn snake – sn snowflake – sn snowman – sn triangle – tr train – tr

Beginning Blends: cr or fl

Level 1 crayon – cr flag – fl crab – cr flower – fl crown – cr flipflop – fl

Level 2 flag – fl crayon – cr flower – fl crab – cr flipflop – fl crown – cr (left over: fl)

Level 3 crab – cr crown – cr crayon – cr flipflop – fl flag – fl flower – fl

Why both blends are on every strip

A Level 1 page in this pack still makes the student choose. There is no errorless version of telling two blends apart — a strip of identical pieces would be a page with the skill taken out of it — so Level 1 scaffolds everything else instead: a tinted box showing exactly where the piece goes, and no spare piece to account for.



Mateo L. is an invented student — nothing on this page describes a real child. This is Beginning Blends: sn or tr, Level 2, filled in correctly, so you can see exactly what a finished page looks like before any student touches one. The blank page is page 6.

S N T R			
1 		sn	
2 		tr	
3 		sn	
4 		tr	
5 		sn	
6 		tr	

✂ CUT OUT THE SEVEN BLENDS — ONE IS LEFT OVER

tr	sn	tr	sn	tr	sn	sn
----	----	----	----	----	----	----

How to read it

Mateo L. glued every one of the 6 pictures correctly: 3 SN and 3 TR. One extra SN card is left over, uncut, because SN was already glued everywhere it belonged on this page. Every number here comes straight off this level's own data — the same data that drew the page and the answer key (page 20).



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