

Silly Songs



Spinning Sounds

Language Arts

Use page 104 to make a sound spinner for this game. Color the eight “slices” and write a consonant blend on each one; then cut out the spinner circle and paste it onto a paper plate or other heavy paper. Cut out the arrow and attach it with a fastener to the middle of the spinner circle. Then one student spins the arrow, sees what blend it points to when it stops, and says that blend sound aloud. A second student has to say a word that begins with that blend, and perhaps uses the blend word in a sentence. If they are correct, it is their turn to spin. You may want to divide the class into small groups and make enough spinners for everyone to play at once. As the class learns more blends, you can make more spinners with different blends and continue the game.

Make-A-Blends Book

Art

Have the children each create a blends book. Take four or five sheets of 8 1/2- by 11-inch colored construction paper and fold them in the middle so that the pages are 8 1/2 by 5 1/2 inches. Staple the book together in the center. Have the children decorate the covers of their book as they wish; make sure they include the title “My Blends Book” and their name.

When the children are finished with their covers, help them prepare the content pages by having them copy the model you create on the chalkboard or whiteboard. Make sure that each child draws a circle about 1 1/2 inches in diameter on the upper left or right corner of each page and inside the circle, write the blend sound you demonstrate.

Have children look through magazines and newspapers to find pictures of objects that begin with the blend sounds, and have students cut them out and paste them onto the correct pages.

Make-A-Word Game

Language Arts

Give the children a chance to build words with blended sounds. Obtain two paper bags. Write words with a particular beginning blend (such as r-blends, l-blends, or s-blends) on small cards and cut them so the beginning blend goes in one bag and the rest of the word in the other. Students can draw a card from each bag, hold them together, and say the word. Students attach the words together and post them on the chalkboard or whiteboard. (For more sophisticated students you can omit the “blend bag” and simply write the blend in question on the board.)

An extension for sophisticated students is to mix all the beginning blends in one bag and the endings in another. Students pull one card from each bag, hold them together, and pronounce the “word.” They decide whether the word is a real one such as blouse or a made-up one such as clouse or snouse. For fun they can create definitions for the made-up words and use them in a sentence or story. “The snouse flew over the garden looking for skowers to eat.”

Jukebox History

Social Studies

Your students may not be familiar with the concept of a jukebox. Use this as an opportunity to explore how things have changed over time. Review some familiar examples such as how communication (mail and telephone) and transportation have changed over time. Then discuss how music and music recordings have changed over time. Show the class examples of different machines around the classroom that you use to record or play recorded music (cassette tapes, classroom audio CDs, and more).

Print and distribute copies of page 105 and page 106. Using blunt scissors, have students cut out the pictures. Have students color the various music players and put them on the timeline. Help students use the pictures and timeline to generalize about inventions. Discuss the concept of "then and now" and ask students to imagine future inventions.

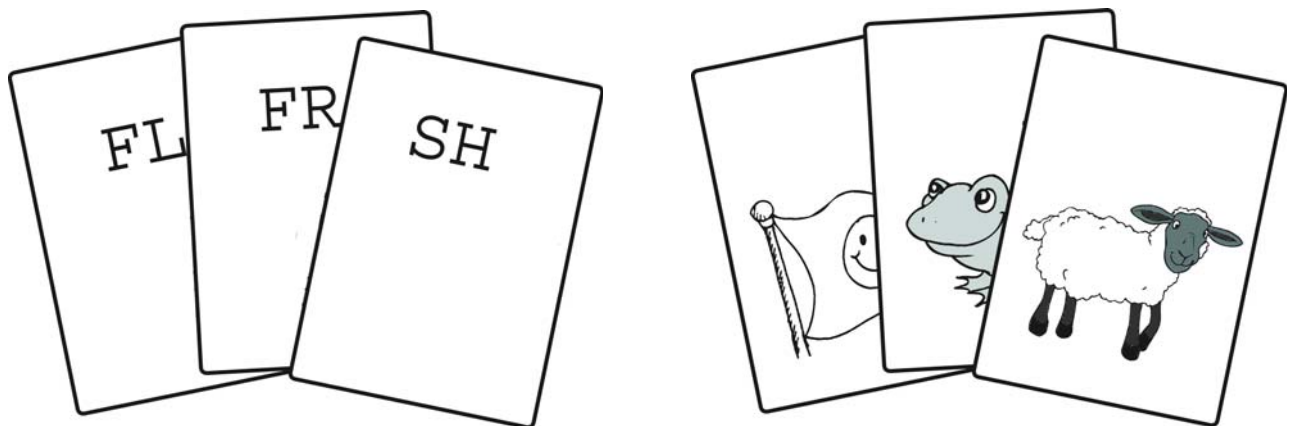
Blendcentration

Problem Solving

Have the students prepare a set of Concentration cards. They can start by finding pictures from magazines of objects with blended-sound names and pasting them onto the front of an index card. On the back of the card, they should write the consonant blend. For example, a photograph of a flag might be pasted on one side of the card and the blend "fl" written on the other side of the card.

Working in pair or small groups, the students share pictures to create a set of cards that contains pairs with the same blended sounds. The number of pairs in a Concentration deck should be determined by the sophistication and understanding of the students playing a particular game. In addition to playing concentration, these cards can be adapted for matching games like Go Fish.

The students can add more pictures as they find them and play the game multiple times during the year. The most sophisticated students might like to make the game more challenging by timing individual efforts to find all the pairs. You might consider creating a "wall of fame" similar to the top ten lists the students find when playing arcade games.



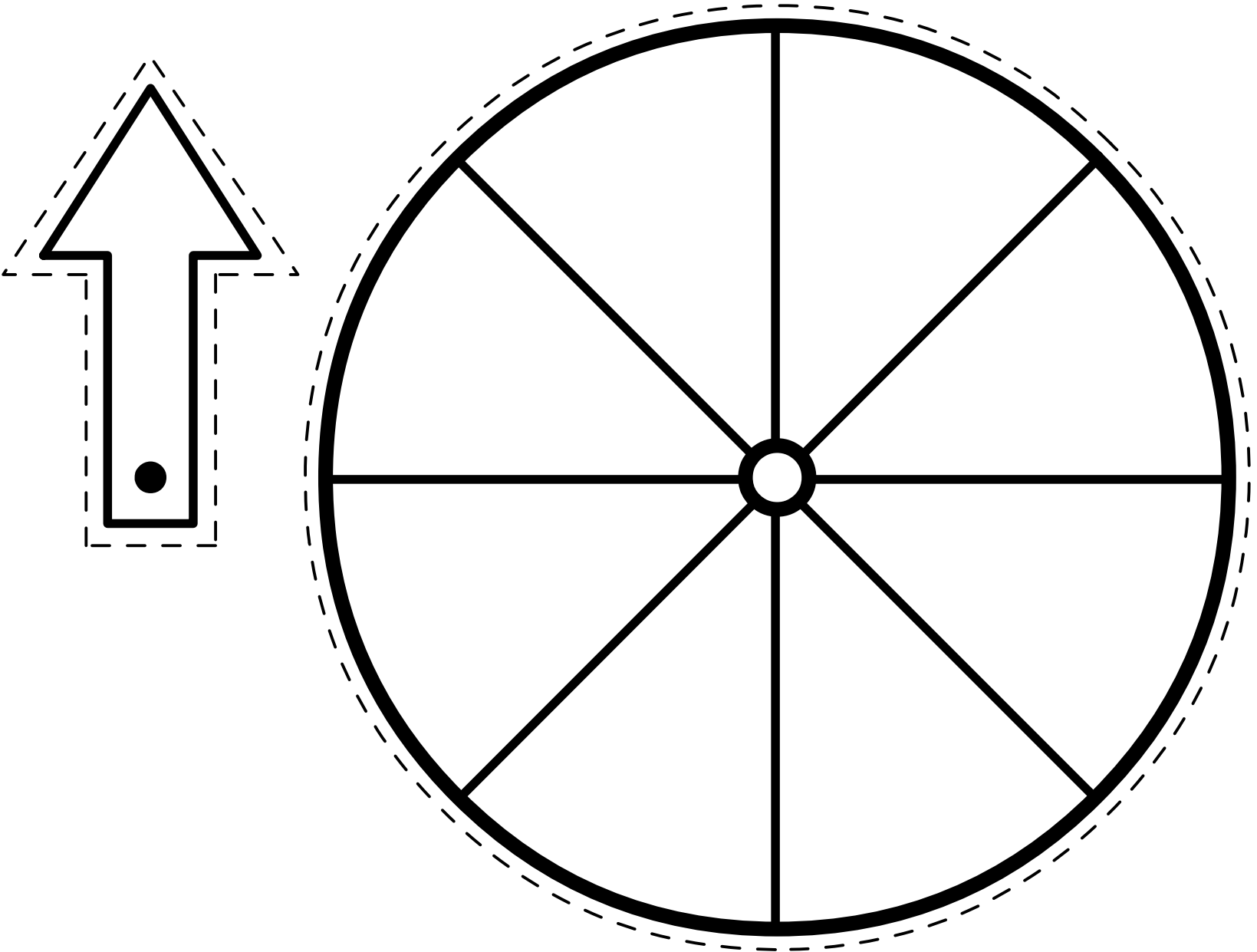
Blend Zoo

Science

Make a list on the board of animal names that include blends. Some words to consider are: crocodile, black bear, swallowtail butterfly, grouse, squirrel, stag beetle, scorpion, grasshopper, frog, spider monkey, spade-foot toad, spider, prairie dog, squid, platypus, and snake. Review the sounds and brainstorm as a class until you have a long list. Read the list with the children—there will be some “hard” words, but that’s OK! Have the children say the names aloud. Ask them to identify these names, and invite students to describe the animals to one another.

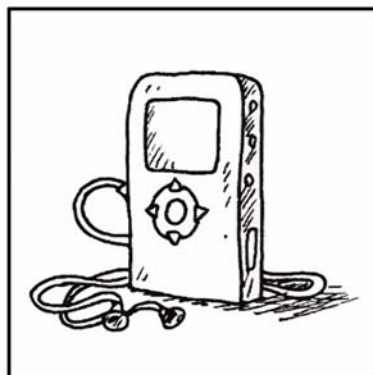
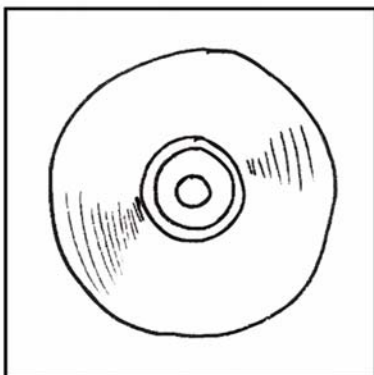
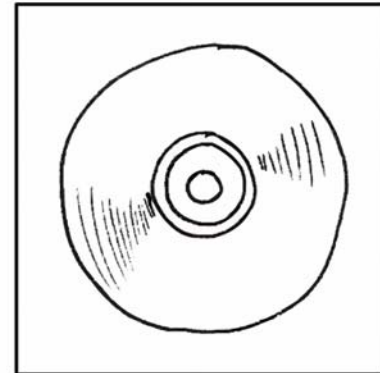
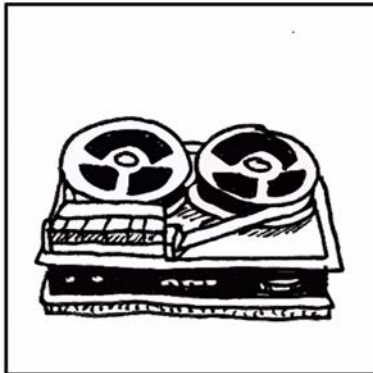
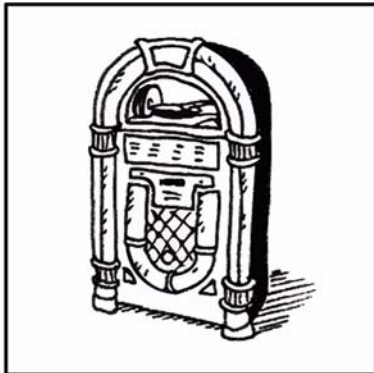
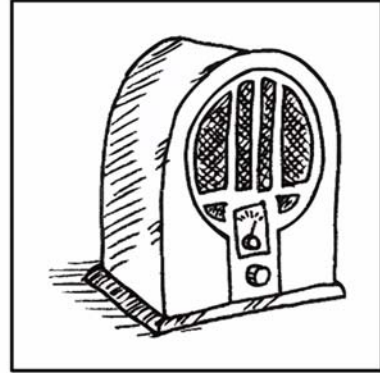
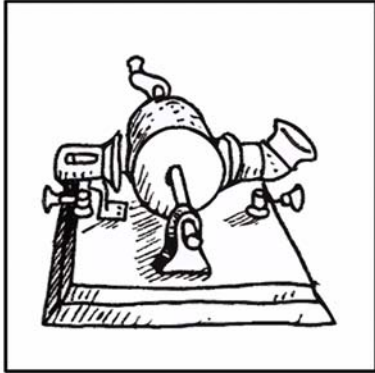
Ask each student to pick the name of one animal on the board. Distribute art supplies and paper and have the student draw their animal and write the name. They should circle the blend in the animal's name. When students have completed their drawings, have them put their animals on a wall or bulletin board, creating a blend animal zoo!

Sound Spinners



Use with "Spinning Sounds" (page 101).

Jukebox History



Jukebox History Timeline

1877 First Recording	1880 Phonograph	1894 Radio	1927 Electric Juke Box
1950 Tape Recorder	1982 Audio CD	1997 Audio DVD	2001 MP3 Player

Use with "Jukebox History" (page 102).