

- ◆ Practice with the following word:

Teacher: *de*

Puppet: *light. What's the word?*

Everyone: *delight*

- ◆ When students demonstrate their understanding, continue with the following words. Alternate between whole-class and individual responses.

les ... son

per ... fect

kitch ... en

lem ... on

grand ... ma

tar ... get

gro ... ceries

ba ... nana

pum ... pernickel

Phonemic Awareness

Phoneme Blending: Initial Sounds

- ◆ Use any of the techniques from earlier lessons to have students blend words that contain the initial /n/ sound.
- ◆ Try the following words:

/n/ ... eedle *needle*

/n/ ... oodle *noodle*

/n/ ... either *neither*

/n/ ... ose *nose*

/n/ ... umber *number*

/n/ ... atural *natural*

/n/ ... oisy *noisy*

/n/ ... urse *nurse*

/n/ ... avigate *navigate*

/n/ ... orthern *northern*

/n/ ... etwork *network*

/n/ ... apkin *napkin*

Phoneme Blending: Final Sounds

- ◆ Use a different technique to have students blend words that contain the final /n/ sound.
- ◆ Try the following words:

rai ... /n/ rain

napki ... /n/ napkin

bea ... /n/ bean

drago ... /n/ dragon

childre ... /n/ children

he ... /n/ hen

noo ... /n/ noon

clea ... /n/ clean

oce ... /n/ ocean

Differentiating
Instruction

English Learners

IF ... students have difficulty with the Phonemic Awareness activity, **THEN ...** refer to Unit 4 Lesson 7 of the *English Learner Support Guide*.

