



VIDEO CONNECTION:

In this [video](#), students are transported with Kayla and Scarlett to outer space, where they **reach** for stars in the galaxy - each star making a sound - and then **blend** the star sounds together!

COMPONENTS:

Phonemic Awareness and Phonics



SUBCOMPONENT FOCUS:

- Blending phonemes, i.e., sounds
- Visually linking phonemes and letters to develop understanding of the alphabetic principle and practice letter-sound correspondence

DEL DANCE FRAMEWORK COMPONENTS:

- Action Words
- Guided Exploration using all components of the DEL Dance Framework: Body, Effort, Space, Relationship
- Making Connections to stars, outer space, and animals

LEARNING OBJECTIVES:

Students will...



- Identify and blend phonemes in 3-phoneme words.
- Explore the relationship between individual sounds and words.
- Implement the alphabetic principle while practicing letter-sound correspondence.

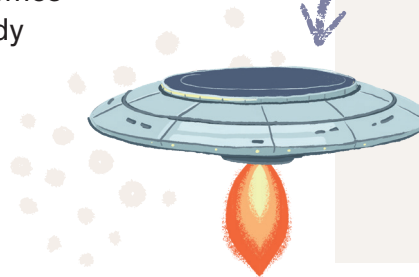


ACTIVITY STATEMENT:

Students will engage in a **Guided Exploration** of the Action Word **reach**; identify and **blend** phonemes in 3-phoneme words; and embody corresponding animals.

PHONICS CARDS:

Star Sounds Cards:
3-Phoneme Words



NOTE TO TEACHERS:

For this activity, invite your students to reach for stars in outer space - or toward anything they can imagine in any environment you dream up together - then blend the sounds they make together!

ACTIVITY STEPS:



1. Review rules for safe movement in your classroom.
2. Facilitate a **Guided Exploration** of the Action Word **reach**:
 - a. Intersperse moments of stillness, asking students to freeze and make a shape (a still pose).
 - b. Encourage students to explore infinite movement possibilities! Use the **DEL Sentence Frames for Guided Exploration** document as well as the **DEL Dance Framework** for ideas.
 - c. Try to include elements from all four categories (Body, Effort, Space, and Relationship) of the **DEL Dance Framework** in your exploration. For example:

*Can you **reach** with your arm? Can you **reach** with your knee? Can you **reach** with your elbow? Can you **reach** up high? Can you **reach** down low? Can you **reach** slowly? Can you **reach** quickly? Can you **reach** in a powerful way? Can you **reach** backward? Can you **reach** forward? Can you **reach** sideways? Can you **reach** towards a friend? How else can you **reach**?*
 - d. Narrate students' movement choices. For example, *I see Sarah **reach** sharply. I see Darius **reach** smoothly.*
 - e. Highlight certain movement choices and have the whole class try them. For example, *watch Sarah **reach** with her shoulder. Let's all try it!*
3. Display the

cat

 card.
 - a. Let's **reach** and grab for the sounds in this word, like you would **reach** for stars in the sky: /k/ /ă/ /t/.
 - b. Clasp your hands together as you **blend** the word and say **cat**!
4. Invite your students to dance like a **cat** (e.g., stretch, pounce, or scratch).
 - a. Narrate students' movement choices. For example, *I see Nia pouncing forward. I see Will scratching his cat ears. I see Ali stretching in a wide shape.*
 - b. Highlight certain movement choices and have the whole class try them. For example, *watch how Nia pounces. She travels so far forward! Let's all try it!*
5. Repeat steps 3-4 with these words: **pig**, **bug**, **hen**, and **dog**. Each time you **reach** for sounds in a new word, explore new ways to **reach**. For each animal, encourage students to dance like that animal.

ADDITIONAL LITERACY APPLICATIONS:

- Utilize additional words from your current ELA unit or module.
- Include words with an increasing number of phonemes and letters as students advance their phoneme blending skills. For example, utilize words with consonant blends: slam, snap, plop, clap, swam, flex, trek, or flap.

ACTIVITY EXTENSION: BLENDING PHONEMES WITH SCARVES

Practice blending phonemes using scarves! Invite students to take 2 scarves and hold a scarf in each hand. Display a vocabulary word with 3-phonemes or more. Students flick one scarf at a time to emphasize each individual sound of the word, alternating sides. Then, shake both scarves together as students say the whole blended word.

