

Goopy Glued Sounds

LEARNING GLUED SOUNDS



VIDEO CONNECTION:

In this [video](#), Kayla and Scarlett find themselves in a sticky situation when they are transported inside a goopy lava lamp, full of glued sounds! They put letters on different body parts and “glue” them together to create stuck-together shapes that embody each glued sound.

COMPONENT:

Phonics



SUBCOMPONENT FOCUS:

- Glued/Welded Sounds

DEL DANCE FRAMEWORK COMPONENTS:

- [Action Words](#)
- [Guided Exploration](#) using all components of the [DEL Dance Framework](#): Body, Effort, Space, Relationship

LEARNING OBJECTIVES:

Students will...



- Identify glued, or welded, letter combinations as single units linked to a specific sound (e.g., **an** like fan, **all** like ball, **onk** like honk, **ang** like fang, and **ing** like ring).

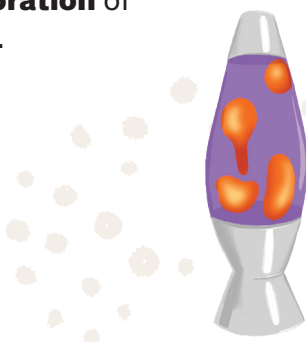


ACTIVITY STATEMENT:

Students will pretend to glue body parts together to embody glued sounds and then engage in a **Guided Exploration** of words containing those sounds.

PHONICS CARDS:

Goopy Glued Sounds Cards:
[Glued Sounds](#)



NOTE TO TEACHERS:

For this activity, transform your classroom into a goopy lava lamp - or invite students to imagine another “sticky” environment or theme where they can embody glued sounds!

ACTIVITY STEPS:



1. Review rules for safe movement in your classroom.
2. Facilitate a **Guided Exploration** of “gluing” different body parts together. 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. Try to include elements from all four categories (Body, Effort, Space, and Relationship) of the **DEL Dance Framework** in your exploration. For example:
 - a. *Let’s pretend to jump into a bucket of sticky glue. Ready? 1, 2, 3, jump! Imagine you are covered in sticky glue. Can you glue one hand to your shoulder? Now unglue it and glue your elbow to your knee. Can you glue your arms around your legs? What other body parts can you glue together? Freeze in a glued shape! Can you turn in your glued shape? Can you gallop in your glued shape? How else can you dance in your glued shape?*
 - b. Throughout the exploration, narrate students’ movement choices. For example, *I see Aaron walking with his legs glued together. I see that Hazel has glued her fingers to her back.*
 - c. Highlight students’ movement choices and have the whole class try them. For example, *Aaron is walking with his legs glued together. Let’s all try it!*
3. Explain that glued sounds are sounds that are stuck together in a word. **They are really hard to pull apart!**
4. Guide students to imagine placing each individual letter of a glued sound on a different body part, then “glue” those parts together to form the complete sound. For example,

all

 - a. Show the glued sound card. *Let’s put the ‘a’ in one hand! Wiggle your hand. Put one ‘l’ on your head. Wiggle your head. Put the other ‘l’ in the other hand. Wiggle your other hand. Let’s glue the sounds together! Put both hands on your head. Let’s say the glued sound, /all/. One more time, /all/. All, like **fall** and **ball**!*
 - b. Clap your hands and say, *Unglue!* as a cue for students to “unglue” their body parts.
5. Facilitate a **Guided Exploration** of words that contain the glued sound /all/ by connecting them to movement and imaginative play. Intersperse moments of stillness, asking students to freeze and make shapes. For example,
 - a. **Fall:**
*Can one body part **fall** at a time, first your head, then your arms, then your shoulders, and finally your whole body? Can you **fall** slowly, like something drifting to the ground? Can you **fall** quickly, like a sudden drop? Can you **fall** from a high level to a low level? Now can you **fall** from a middle level to a low level? Can you **fall** sideways? Can you **fall** forward? How else can you **fall**?*
 - b. **Ball:**
*Imagine you are a **ball**. Can you make a round shape with your body? Try curling into a tight, small **ball**, then grow into a big, round shape. Can you bounce like a **ball**? Can your **ball** bounce*

from a low level, up to a high level, and back down again? Can you find a partner and make a connected round **ball** shape? Can you stay connected and bounce together in your round **ball** shape? Can you roll like a **ball**? Can you roll quickly like a **ball** rolling down a hill? Can your **ball** roll slowly? How else can you dance like a **ball**?

- c. Throughout the **Guided Exploration**, narrate students' movement choices.
- d. You can also highlight certain movement choices and have the whole class try them. For example, *I see Jabari bouncing like a **ball** in a narrow shape. I see Catherine bouncing like a **ball** with her shoulders. Let's all try to bounce our shoulders.*

onk

ang

ing

6. Repeat steps 4-5 with the following glued sounds:
 - a. Invite students to identify 3 different body parts - one for each letter of the glued sound - and then glue these 3 body parts together. Examples of 3-body parts include: 2 elbows and 1 knee; 2 feet and 1 hand; 2 knees and 1 elbow.
 - b. Facilitate a **Guided Exploration** of words that end with each glued sound. For example:
 - i. **Onk**: Explore **honk** (pretending to beep a car horn) and **zonk** (pretending to sleep/snore).
 - ii. **Ang**: Explore **fang** by embodying animals with fangs (like snakes, spiders, or wolves) and **bang** (strong, sudden, and loud movements).
 - iii. **Ing**: Explore pop star movements as you pretend to **sing** and pretend to make a phone call (**ring**).

ADDITIONAL LITERACY APPLICATIONS:

- Introduce additional glued, or welded, sounds such as: **ild** (wild), **ind** (kind), **old** (cold), **olt** (colt), **ost** (host, post).
- Reinforce glued (welded) sounds in words as they appear in units or modules and across content areas as applicable.

ACTIVITY EXTENSION: GLUED SOUND TRAVELING SHAPES

- Guide students to work in trios to create connected shapes. Each student represents one letter in the glued sound, and the three students stay "stuck" together as they travel across the room in their connected shape. As they move together, they say the individual letters and then the sound together (e.g., "a-n-g... **/ang/!**" or "a-n-g makes **/ang/!**"). The shared shape reinforces that three letters make one glued sound.

