

# Secret Agent Sound Mixer: Blending CVC Words!

## Materials Needed:

- 3 Small, identical manipulatives per learner (e.g., Lego bricks, playdough balls, or tokens).
- Index cards or paper labeled with single letters (Consonants: M, S, T, D, H; Vowels: A, I, U).
- 5-8 simple, large flashcards showing CVC words (e.g., Cat, Sun, Map, Lip, Hut).
- A large, clear workspace (table or floor).
- A sound isolation tool (optional, such as noise-canceling headphones for focus).

## Learning Objectives

**By the end of this lesson, learners will be able to:**

1. Identify the three distinct sounds in simple CVC words (phoneme segmentation).
2. Blend the three individual sounds together smoothly to pronounce CVC words correctly (phoneme blending).
3. Match at least five correctly blended CVC words to their corresponding pictures or objects.

## Success Criteria

We know we are successful when we can take three separate sounds, push them together, and hear a real word!

## Part 1: Introduction - The Sound Detective Mission (10 minutes)

### A. Hook: The Secret Message

**Educator Script:** "Good morning, Agent Tobias! Today, we are going on a special mission. We are sound detectives! Sometimes, secret words come to us broken up, like little pieces of a puzzle. If I told you the secret code was 'd... o... g,' does that sound like a word? Not quite! Our mission today is to learn how to make those broken sounds sticky, so they snap together and become a real word: 'dog!'"

### B. Introducing the Tools (Visual & Kinesthetic)

Present the three manipulatives (Lego bricks/tokens).

**Educator Script:** "These three blocks are our sound mixers. Every word we practice today has three sounds. We are going to put one sound on each block. Then, we will slide the blocks together to make the word!"

## Part 2: Body - Sound Blending Practice (30 minutes)

### A. I DO: Modeling the Blend (Educator Demonstration)

**Concept: The Sound Slide**

1. Place three blocks in a row, slightly separated.
2. Introduce the word "M-A-P." Place the letter cards M, A, and P above the blocks.
3. **Segmenting:** "First, I say the sounds slowly and separately, tapping each block: /m/ (tap block 1), /a/ (tap block 2), /p/ (tap block 3)."
4. **Gradual Release (Blending):** "Now, watch me slide them together. I start fast and slide my voice: /m/a/p/. Faster: /map/." (Physically slide the three blocks together to demonstrate the fusion of sounds.)
5. **Final Word:** "The secret word is MAP! When the sounds stick together, we get 'map'."

*Modeling Note: Use strong, distinct pausing between sounds when segmenting, and a fluid, connected voice when blending.*

## B. WE DO: Guided Practice - Choo-Choo Sounds (Collaborative)

Use the words SUN and CAT.

### Activity: Building the Word Train

1. **Word 1 (SUN):** Ask Tobias to place the S, U, and N cards and three blocks down.
2. **Segmenting Together:** "Let's say the slow sounds together: /s/.../u/.../n/. Push the blocks apart as you say the sounds."
3. **The Blend:** "Time to make the choo-choo train noise! Slowly, let's move the blocks closer while we keep talking: /s-u-n/." (Encourage a long, drawn-out sound.)
4. **The Reveal:** "Now, push them all the way together! What word did we make? SUN! Look, here is a picture of the sun!" (Match the blended word to the picture.)
5. Repeat with CAT.

**Formative Assessment Check:** Ask Tobias to physically push the blocks together. Does the sound output match the speed of the physical movement?

## C. YOU DO: Independent Application - Word Scramble Mission (Hands-on Practice)

Prepare picture cards for LIP, HUT, and DOG. Write the letter sounds for each word on separate cards (e.g., L, I, P scattered).

### Instructions:

1. Lay out the picture cards (LIP, HUT, DOG).
2. Present the scrambled letter cards for the first word (L, I, P).
3. "Agent Tobias, your mission is to unscramble the letters, put them on your three sound blocks, blend the sounds, and find the matching picture."
4. Learner independently arranges the letters, practices the sound slide, and identifies the word.
5. If successful, reward with a tactile item (e.g., a high-five or special token).

**Differentiation - Scaffolding (for struggling learners):** If blending is difficult, use the "Arm Slide." Have the learner place their hand near their shoulder for the first sound (/l/), slide it to their elbow for the second (/i/), and to their wrist for the third (/p/), blending the sounds as the hand moves down the arm. This provides intense physical input for the merging sounds.

**Differentiation - Extension (for advanced learners):** If the learner blends these easily, challenge them to blend a 4-sound word (CCVC), like CLIP or STEP, using four manipulatives.

## Part 3: Conclusion - Recap and Reflection (5 minutes)

### A. Review of the Mission

**Educator Script:** "Great work, Sound Detective! Our mission was a huge success. We learned that when we see broken sounds like /d/ /o/ /g/, we can use our sound mixers to make them sticky and hear the whole word: DOG!"

### B. Learner Recap

Ask Tobias to demonstrate blending one final, simple CVC word (e.g., FIX). "Show me how your blocks make the word FIX. Say the sounds slowly, then show me the sound slide."

### C. Summative Assessment (Evaluation)

Present a list of 5 written CVC words (CAT, BED, MOP, JUG, FIN). Have the learner point to the corresponding picture (or object) after blending the word aloud. Success is defined as accurately blending and matching at least 4 out of 5 words.

### D. Take-Away Mission

"Your mission tonight is to find three CVC words in a book or outside and practice sliding their sounds together. You are now an expert sound mixer!"

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## Adaptability Notes (UDL)

- **Homeschool/One-on-One:** The lesson focuses heavily on kinesthetic manipulatives and direct verbal feedback, which is ideal for a focused, individualized session like Tobias's.
- **Classroom:** The "Sound Blocks" activity can be done simultaneously by all students using individual supply kits (tokens or unifix cubes). The "We Do" phase can be turned into a call-and-response group activity.
- **Training/Adult Learning:** This model (segment, slide/blend, confirm) is a foundational structure for teaching phonics intervention; the manipulatives would be replaced with symbols or mapping tools.