

# CONSONANT BLENDS

## LESSON 4

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### OBJECTIVES

- Students will read initial and final consonant blends in closed-syllable words.
- Students will spell initial and final consonant blends in closed-syllable words.

### MATERIALS

- Letter cards from previous lessons\*
- Lesson 4 word cards\*
- Word sort category cards\*
- Word grid worksheet\*
- Word sort graphic organizer\*
- Pocket chart
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

\*Blackline master available on CD.

### TIPS

- Refer to the Appendix for list of beginning and ending consonant blends and consonant-blend words.
- Enunciate words and listen carefully as students repeat to ensure they articulate the consonant blend.

- Discriminate:
  - Introduce more than one consonant blend at a time, so students learn to use their letter-sound knowledge to discriminate among different blends.
  - Introduce and discriminate between two-letter consonant blends and three-letter consonant blends.
  - Include digraph blends (a digraph that blends with a consonant, as in *shrimp* and *three*), so students can discriminate between a digraph blend and consonant blend.
- Teach students that certain combinations of vowels and blends make unexpected sounds in closed syllables. For example, the vowel in *olt*, *ild*, *ind*, *ost*, and *old* is sometimes long (*colt*, *wild*, *find*, *most*, *cold*).
- Decode and encode, using real words and nonsense words.
- Give direct feedback to students.

## DAILY REVIEW

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### DIGRAPHS, CONSONANTS

Review by asking students to produce the sounds for specific consonants and digraphs. Ask for individual and group responses, and randomize the order in which you point to the letters. Keep a brisk pace.

**Teacher:** Let's start by quickly reviewing some consonants. I will point to a letter, and you will tell me its sound. Be alert because I will go quickly! Remember that the cue I give when it's time for you to repeat is an open palm.

*[Point to **d** and gesture.]*

**Students:** /d/

**Teacher:** Correct, /d/.

*[Point to **r** and gesture.]*

**Students:** /r/

**Teacher:** Yes, /r/.

*[Point to s.]*

Hector, what sound?

**Hector:** /s/

*[Continue reviewing desired consonant sounds.]*

**Teacher:** Now, we will move on to digraphs. How many letters does a digraph have, Jennifer?

**Jennifer:** Two.

**Teacher:** And how many sounds does a digraph make, Aaliyah?

**Aaliyah:** One.

Review the digraph sounds /sh/, /th/, /ck/, /ph/, /wh/, and /ch/ by pointing to digraph cards and asking students to say the sounds.

## OPENING

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**Teacher:** Today's lesson is about consonant blends. You will learn how to read words that have two or three consonants right next to each other, but unlike digraphs, each letter keeps its sound. This lesson is important because longer and more difficult words contain consonant blends, so you will be able to read and spell more words when you learn this concept.

## MODEL AND TEACH: ACTIVITY 1

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### BLENDING SOUNDS

#### DECODING

Using letter cards, have students read the word *shop* and say the number of letters (four) and sounds (three). Compare students' answers to the number of letters and sounds in *stop*. Explain again that consonant blends are two or three consonants right next to each other and that each letter makes its own sound. Point out that blends can appear at the beginning or end of words.

*[Using letter cards, display the word **shop** in the pocket chart.]*

**Teacher:** Please read this word.

**Students:** *shop*

**Teacher:** Correct, the word is *shop*. Hector, how many letters in *shop*?

**Hector:** *S-h-o-p*: four letters.

**Teacher:** And how many sounds in *shop*, Jennifer?

**Jennifer:** /sh/ /o/ /p/: There are three sounds because the *sh* makes the one sound, /sh/.

**Teacher:** Perfect! Watch as I remove *s* and *h* and replace them with *s* and *t*. This is a word you see frequently, so you probably already know it.

**Students:** *stop*

**Teacher:** That's right. I'll ask the same question as before. How many letters in *stop*?

**Students:** Four.

**Teacher:** Listen as I count the number of sounds.

*[Use your fingers to count.]*

**Teacher:** /s/ /t/ /o/ /p/: There are four sounds because *s* and *t* each have their own sound. A blend is when two consonants next to each other make two sounds, like *s* and *t* in *stop*. You blend the sounds together, just as you do with CVC words. Watch how I blend this word.

*[Place the letters **s**, **p**, **i**, and **n** in the pocket chart, leaving space between the letters. Point to **s** and say /s/. Point to **p** and say /p/.*

**Teacher:** /sp/: That's the blend. Say /sp/.

**Students:** /sp/

*[Point to **i** and say /i/. Point to **n** and say /n/.]*

**Teacher:** Your turn. Say the sounds as I slide my finger under each sound.

**Students:** /sp/ /i/ /n/

*[Slide your finger under the whole word.]*

**Teacher:** *spin*

**Students:** *spin*

Using this sequence, blend several more words with beginning consonant blends (e.g., *flag, skin, crop, drum*).

**Teacher:** Aaliyah, with your finger, draw a line under the blend in *drum*.

*[Aaliyah underlines **dr**.]*

That's right. Does the blend appear before or after the vowel?

**Aaliyah:** Before.

*[Using letter cards, display the word **desk** and have students blend it.]*

**Teacher:** Where is the blend in *desk*, Kevin?

**Kevin:** At the end of the word.

**Teacher:** Right, it comes after the vowel. You can see that consonant blends can be at the beginning or the end of a word.

Using letter cards, blend several more four-sound words with beginning or ending consonant blends (e.g., *flag, sent, crop, dump*).

## ERROR CORRECTION

Through questioning, guide students who make an error with a blend to identify the location and number of letters in the blend. Remind students that each consonant in a blend makes a sound (with the exception of digraph blends). Have students repeat the blending sequence to read the word.

## ADAPTATION

Using the same instructional sequence, extend the lesson to demonstrate closed-syllable words with additional blends. Include examples from earlier consonant-blend concepts. Make sure that students master one type of blend before moving on to the next.

- **Digraph blends:** These blends consist of a digraph and a consonant (e.g., *lunch, shred*). Note the difference between the number of letters and sounds in these words.
- **Words with two-letter initial and final blends:** After mastering words containing four sounds, introduce closed syllables containing five sounds, with blends at the beginning and end of a word (e.g., *plant, blend, clump, shrimp*).
- **Words with three-letter blends:** Introduce words containing three-letter blends (e.g., *splash, scrap, script, tempt*).

MODEL AND TEACH: ACTIVITY 2 

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## SEGMENTING SOUNDS

## ENCODING

Have students use letter cards to encode words containing consonant blends by following this sequence:

1. Dictate a word.
2. Have a student repeat the word (listen for correctness).
3. Have the student say each sound in the word and count the sounds in the word.
4. Have the student say the letters in the word.
5. Have the student say the letters again as he or she collects the corresponding letter cards.
6. Have the student check by reading the word.

**Teacher:** I will show you some steps to follow when you spell words. Listen.

The first word is *flop*. What is the word?

**Students:** *flop*

Next, I count the sounds I hear in the word.

*[Model counting with your fingers.]*

/f/ /l/ /o/ /p/: I hear four sounds.

Next, I think about what letters make those sounds. /f/–*f*, /l/–*l*, /o/–*o*, /p/–*p*.

I say the letters again while I collect the letter cards: *f, l, o, p*.

Now, I check the word by reading it: *flop*.

Repeat the sequence with new words, gradually reducing your modeling.

### ERROR CORRECTION

When a student makes an error, say the word and have the student repeat it, emphasizing enunciation. Note which sound was incorrect (vowel, digraph, etc.) and prompt the student with something similar to the following examples: “What letter says /l/?” or “The word is *crisp*. You spelled *crist*. What do you need to change to make it *crisp*?”

### TIPS

- To introduce two-letter initial and final blends, start by having students spell three-sound words, and then add a consonant for an additional onset or final blend (e.g., *raft–draft*, *slum–slump*).
- Use blank letter cards (different colors for vowels and consonants) as a visual clue to the structure of words. Have students put the letter cards on top of corresponding blank cards.

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Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual*. Oxford, MA: Wilson Language Training.

## GUIDED PRACTICE: ACTIVITY 1

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### WORD SORT READING

#### DECODING

Compile cards for consonant blend words, CVC words, and words with digraphs. Divide the students into pairs. Provide each pair with word cards and two category cards labeled “blend” and “no blend.” Have students in each pair take turns reading a word aloud and categorizing it, according to whether it contains a blend.

**Teacher:** Each pair has word cards to sort into categories of blend or no blend. After you read the word aloud, your team decides which category that word belongs in.

Let's do some examples on the board.

*[Write **flat** on the board.]*

Hector, read this word, please.

**Hector:** *flat*

**Teacher:** Yes, *flat*. Does *flat* contain a blend?

**Hector:** Yes, /fl/.

**Teacher:** Students, look at the categories. Which do you think *flat* belongs in?

**Aaliyah:** It would go in the blend category.

*[Write **pat** on the board.]*

**Teacher:** Jennifer, please read the word and tell us which category.

**Jennifer:** *Pat*; it goes in the no blend category.

Have pairs read and sort word cards. It is important that students read the words aloud, so they do not sort based on visual clues.

### ERROR CORRECTION

Note which sound was incorrect (vowel, digraph, etc.) and ask questions to correct it. For example, if a student read *smack* as *snack*, point to the blend and say something similar to the following: "What letters are in the blend? What sounds are in the blend? Read the word again, please."

### TIPS

- Give different pairs different sets of words. After a pair has sorted one word set, switch sets with another pair.
- Circulate among the pairs and weave in questions, so that students can demonstrate their knowledge. For example, ask: "Where is the digraph in this word?," "What vowel sound?," or "How many sounds in the word?"



## ADAPTATIONS

- Have students subcategorize words with blends into beginning and ending blends, three-letter blends, etc.
- Have students define the families into which words can be sorted—for example, *st* blends or *ing* ending blends.

GUIDED PRACTICE: ACTIVITY 2 

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## BUILD A WORD CARDS

## ENCODING

Make consonant blend cards with *shr, st, cr, pr, sl, thr, spl, cl, sp, tw, lp, nd, mp,* and *nt*. Divide letter cards into groups: consonant blends, vowels, and consonants. Display the letter cards faceup and dictate a word. Have students encode the word by picking the cards that spell the word.

*[Display the consonant blend cards in one group, and display letter cards for a, e, i, o, u, d, t, p, n, and m in another group.]*

**Teacher:** I will dictate a word. Repeat the word and then spell it, using the cards I have displayed. One group of cards is consonant blends, and the other group is vowels and consonants.

Let's do the first one together. First, you segment, or say the sounds in the word. Kevin, please say the sounds in *prod*.

**Kevin:** /p/ /r/ /o/ /d/: *prod*.

**Teacher:** Thanks, Kevin. Next, ask yourself, "What letters make those sounds?" or "Are there any consonant blends?"

**Aaliyah:** At the beginning is /pr/.

**Teacher:** Do you see a card with the letters that say /pr/?

**Aaliyah:** Yes, it's right there.

*[Aaliyah picks up the pr card.]*

**Hector:** The next sound is /o/, so I need the *o* card.

*[Hector picks up the o card.]*

**Teacher:** I see that you have spelled /p/ /r/ /o/. What word are we spelling, Jennifer?

**Jennifer:** *Prod*, so *d* goes here at the end.

*[Jennifer picks up the d card.]*

**Teacher:** The last step is to check the word by reading it. Everyone read the word.

**Students:** *prod*

**Teacher:** Very nice work! I'll dictate a word to each one of you now, so listen for your name and the word. To be sure you heard the word correctly, repeat it back to me.

Kevin, your word is *shred*.

**Kevin:** *shred*

**Teacher:** Aaliyah, your word is *must*.

**Aaliyah:** *must*

**Teacher:** Jennifer, *crisp*.

**Jennifer:** *crisp*

**Teacher:** Hector, *clamp*.

**Hector:** *clamp*

Continue dictating words, asking questions throughout for error correction and demonstration of knowledge.

#### ADAPTATIONS

- As students become more proficient, dictate nonsense words as well.
- Have students work in pairs.

## GUIDED PRACTICE: ACTIVITY 3

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### WORD GRID

#### ENCODING

Dictate words and have students write the words on the word grid worksheet. The worksheet will be used in a future independent practice activity. Focus on consonant blends and trouble spots, but also include previously taught concepts. Emphasize that this activity is not a spelling test; it is spelling practice. Monitor students' responses and ask questions that guide students toward correcting errors and demonstrating knowledge.

**Teacher:** I will dictate a word. You will repeat the word and then segment the sounds. You'll then write the letters that match the sounds in one of the numbered boxes.

The first word is *brush*. You should brush your teeth before you go to bed. *Brush*.

*[Gesture for students to repeat.]*

**Students:** *brush*

**Teacher:** Now, segment the sounds in *brush*.

**Students:** /b/ /r/ /u/ /sh/

**Teacher:** Think about the letters that match those sounds and write the word on your worksheet.

Continue dictating words and providing feedback to students.

#### ERROR CORRECTION

When a student makes an error, say the word and have the student repeat it, emphasizing enunciation. Note which sound was incorrect (vowel, digraph, etc.) and prompt the student with something similar to the following examples: "What letter says /p/?" or "The word is *crisp*. You spelled *cris*t. What do you need to change to make it *crisp*?"

#### TIP

It may take more than one session to completely fill in the word grid worksheet.

## INDEPENDENT PRACTICE: ACTIVITY 1

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### CROSS OUT DECODING

Have students circle any three words on the completed word grid worksheet that students created in the guided practice activity. Then, have students take turns reading word cards picked randomly from a bag. All students try to locate each read word on their worksheet and cross it out. The first student to cross out all three of his or her circled words wins.

**Teacher:** First, circle any three words on your grid.

*[Wait for students to circle their words.]*

Next, we will pass around a bag with word cards in it. When the bag gets to you, pick a card out of the bag and read it to the group. Don't show anyone the word; just read it. Then, everyone will look for that word on their grid and cross it out if they find it. Then the bag is passed to the next person, and we do the same thing. The first person who crosses out all three of his or her circled words is the winner.

### TIPS

- Include words in the bag that are not on the grid to give students the opportunity to read more words.
- Include words in the bag from previously taught concepts.
- Check in with students by asking questions to assess their understanding.

### ERROR CORRECTION

Note which sound was incorrect (vowel, digraph, etc.) and ask questions to guide the student to correct it.

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Adapted from Archer, A., Flood, J., Lapp, D., & Lungren, L. (2002). *Phonics for reading, first level* (Teachers' guide). North Billerica, MA: Curriculum Associates.

## INDEPENDENT PRACTICE: ACTIVITY 2

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### CONCENTRATION (MATCHING)

#### DECODING

This activity uses matched pairs of word cards (10–15 pairs of words, 20–30 cards). After thoroughly shuffling the cards, lay them facedown in a grid pattern. Have students take turns turning over two cards at a time and reading the words aloud. If the cards match, the student keeps those cards and takes another turn. If not, the student turns the cards facedown and play continues with the next player. When all the cards have been matched, the student with the most cards wins.

**Teacher:** This is a matching activity that requires you to read words and concentrate on where they are on the table. When it is your turn, turn over any two cards and read the words aloud. That is a very important part: You must say the words! If the words match, you keep the cards and take another turn. If they don't match, turn the cards back over in the same place on the table. Then, the next person takes a turn. If it isn't your turn to read, what do you think you should do?

**Kevin:** I should probably pay attention, so I remember where the cards are.

**Teacher:** Great idea, because when it's your turn, you will have a better chance of matching words if you remember where the cards are.

#### ERROR CORRECTION

Note which sound was incorrect and ask questions to guide the student to correct it. Have the student repeat the blending sequence to read the word.

#### TIP

Make sure that students read the words aloud, so students do not match words solely by sight.

#### ADAPTATION

Have students match cards based on a different criterion. For example, have students match words with the same digraph blend, vowel sound, or consonant blend.

## INDEPENDENT PRACTICE: ACTIVITY 3

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### WORD SORT

#### ENCODING

Have students write dictated blends and words under the appropriate category heading. Begin by distributing the blank word sort graphic organizer.

### WORD SORT GRAPHIC ORGANIZER

The graphic organizer consists of five UFO-shaped containers arranged in two rows. The top row has three UFOs and the bottom row has two. Each UFO has a saucer with the word 'blend:' written on it. Below the saucer, the body of the UFO is divided into five numbered sections (1. through 5.) for writing words.

**Teacher:** First I will dictate some blends to you, which you will write on the UFOs. Then I will dictate words to you. You will repeat the word after me and decide which blend category it belongs to. Write the word in the space under that blend.

## MONITOR LEARNING

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Check students' work on the worksheet. Make sure that students pronounce blends correctly.

## GENERALIZATION

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Explain to the students that texts they will read in other subjects, like science, mathematics, and social studies, contain many words with consonant blends.

### LESSON 4 WORD CARDS

blunt	clash	crept
blast	brand	cloth

First of 6 pages

### WORD SORT

#### BLEND

#### NO BLEND

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
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### WORD GRID

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

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### WORD SORT GRAPHIC ORGANIZER

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## LESSON 4

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### CONSONANT BLENDS

Lesson 4 Word Cards

#### **Guided Practice: Activity 1**

Word Sort Category Cards

#### **Guided Practice: Activity 3**

#### **Independent Practice: Activity 1**

Word Grid Worksheet

#### **Independent Practice: Activity 3**

Word Sort Graphic Organizer

blast

blunt

brand

clash

cloth

crept

drift

drum

dusk

fend

flag

frost

graph

gulf

limp

meld

press

rift

risk

scalp

scrimp

skill

slept

smell

snag

spend

stab

stamp

strict

struck

swift

tent

theft

tilt

track

trust

# WORD SORT

BLEND

NO BLEND



# WORD GRID

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

# WORD SORT GRAPHIC ORGANIZER

blend:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

blend:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

blend:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

blend:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_