

Date: _____

Consonant Blends

PLAN

Component: Phonics

Instructional Activity: Decoding Words with Consonant Blends

Materials Needed: whiteboard, marker, index cards



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn how to sound out short words with four sounds. We will sound out words with two sounds before the vowel and one sound after the vowel. Understanding how to sound out words is important because that is how we read! You will know you have it when you can read all the words on the word list at the end of the lesson.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin, let's review the word *consonant*. What word? Students respond. *Consonants* are all the letters that are NOT the vowels. We can make sounds for the consonants with and without our voices, with our tongue in different places, and with our lips and teeth doing different things. For example, *l* is a consonant. What sound does the letter *l* make? Students: /lll/. *T* is also a consonant. What sound does *t* make? Students: /t/.

When two consonants are side-by-side in the same syllable, most of the time both will still make their own sound. This is called a consonant *blend*. When we read a word with a consonant blend, we say the sound each letter makes and blend the sounds together to read the word.

Teacher Tip: You may want to do a warm-up here, such as a review of letter sounds or a sound wall warm-up.

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I DO IT!

Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Watch and listen as I show you how to sound out this word with four sounds. Write the word *spin* on the whiteboard.

Watch me point to each letter in this word while I make each sound. Model: /sss...p...īīī...nnn/

Now I go back to the beginning of the word and slide my finger under the word slowly while saying each sound. I say the sounds smoothly, one right after the other: /ssspīīīnnn/.

Last, I will say the word smoothly and quickly, like this: *spin!*

The washing machine will *spin* the clothes dry. The consonant sounds before the vowel are /sss/ and /p/. I said the sounds quickly, one right after the other: /sp/. Two consonant sounds said quickly, one right after the other, make a consonant *blend*.

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Provide guided practice.

Let's try it together!

Give each student an index card with the word *stop* printed on it.

Put your finger under the first letter on the card. Sound? Teacher and students: /sss/.

Move your finger to the next letter. Sound? Teacher and students: /t/.

Move your finger to the third letter. Sound? Teacher and students: /ööö/.

Move your finger to the last letter. Sound? Teacher and students: /p/.

Slide your finger slowly under all the letters while you make the sounds. Teacher and students respond: /sstöööp/.

What's the word? Teacher and students: *stop!*

The light turned red, so I had to stop.

The two consonant sounds before the vowel are /sss/ and /t/. When you say them together quickly, they make a consonant blend: /st/.

Let's try three more together. Use the same routine using the word list below. You can either write these words on index cards, or you can use the lists below and print one for each student.

Word List	
<i>s-blends</i>	<i>f-blends</i>
slip	flat
stem	frog
spit	flag



If students need support with:	Then try this:
Sliding their fingers under the letters on an index card.	Give each student a bag of magnetic letters (s, l, p, t, f, r, g, m, i, a, e, o). Make the words for the students and have them touch or slide each letter while they make the sound.

WE DO IT!

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YOU DO IT!

Provide independent practice.

Your turn. I will give each of you an index card with a word on it. You will point to each letter and say the sound. When you get to the end of the word, you will go back to the first letter and say all the sounds in order. Then you will blend the sounds together to say the whole word. Pass out one index card to each student. Or use the word list below and give each student a copy of the word list.

Repeat the routine using the following words.

Word List	
<i>s-blends</i>	<i>f-blends</i>
smock	fret
swim	flit
stab	frock
slop	flap
span	fled

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses. If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

As students become proficient with different consonants, continue to build word lists that use different blends. Once students are comfortable with beginning blends, switch to words with ending blends such as nest, lift, and went.