Phonics: Read and Write Words With Consonant Blends

College- and Career-Ready Standard Addressed:

- RF 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF 1.3–2.3 Know and apply grade-level word analysis skills in decoding words.

**Objective: Students will learn to read and write words with consonant blends.**

**Materials**

- Word cards with consonant blends (e.g., state, stove, steel)
- Extra word cards for practice with other blends (optional)
- Pencil and paper

**Suggested Schedule and Group Size**

Schedule: Daily, no more than 5 to 10 minutes per session
Recommended group size: Individual or small group (up to five students)

**Note:** The following script is intended as a model.

**Activity**

<table>
<thead>
<tr>
<th>Intervention Principle</th>
<th>Sample Script and Procedures</th>
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</thead>
<tbody>
<tr>
<td>Use precise, simple language to introduce new concepts.</td>
<td>Today, we are going learn to read words with consonant blends at the beginning of the word. A consonant blend is when two consonants are together in a word and you can still hear each sound.</td>
</tr>
</tbody>
</table>
| Use explicit instruction and modeling to explain concepts. | *Show the word card “state.”*

Watch me. To read this word, I will sound out parts of the word, and then say the word fast. In this word, /st/ *(point to letters)* is a

**Consonant Blends—2**

A **consonant blend** is when two consonant sounds come together to make a new sound, such as /st/ or /sp/. You can hear the sounds of /s/ and /t/ when the letters are put together. Listen: /st/.

**You say it.** **Students should say /st/**.

That’s right, /st/. Next, I’ll say the rest of the word, /ate/.

Now, I will say the word fast, state.

Watch me again. /st/ (point) /ate/ (point) is state.

**Now let’s try it together.** Read the word parts with me, then we’ll say the word fast. /st/ (point) /ate/ (point). Listen to ensure all students are responding.

**Let’s say the word fast, state.** Listen to ensure all students are responding.

Nice job saying the parts and reading the word fast with me!

**Now it’s your turn.** Read the word parts, then say the word fast. /st/ (point) /ate/ (point). Listen to ensure all students are responding.

**Say it fast.** **Students should say state.** Listen to ensure all students are responding.

Nice job. Let’s try some more words. Repeat with additional word cards containing the /st/ blend (e.g., stove, steel).

Now we’ll practice writing words that have consonant blends in them. Listen: stone. Say stone. **Students should respond.** **Now write stone.**

If students have not yet learned the VCe pattern, use other /st/ words with short vowel sounds for this activity, such as stop or step. Once students demonstrate mastery with /st/, move to other consonant blends using the same procedure (e.g., /dr/, /bl/, /gl/).

### Error Correction

**Provide immediate and explicit error correction.** Have the student practice the correct response.

**That’s not quite right.** /st/ (point) /ate/ (point) says state. Now you try it. /st/ (point) /ate/ (point) is what word? **Student responds.** **That’s right, /st/ (point) /ate/ (point) says state.** Now let’s try another word. Continue to practice until the student(s) consistently responds correctly.
### Sample Word Cards

<table>
<thead>
<tr>
<th>state</th>
<th>click</th>
</tr>
</thead>
<tbody>
<tr>
<td>stove</td>
<td>broom</td>
</tr>
<tr>
<td>steel</td>
<td>trim</td>
</tr>
<tr>
<td>stone</td>
<td>clap</td>
</tr>
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</table>