

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

Intervention Principle

Use precise, simple language to introduce new concepts.

Use explicit instruction and modeling to explain concepts.

Sample Script and Procedures

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.

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

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<p>Provide opportunities for joint and independent practice with feedback.</p> <p>Provide concrete, repeated opportunities to correctly practice the skill and receive feedback.</p>	<p>consonant blend. You can hear the sounds of /s/ and /t/ when the letters are put together. Listen: /st/.</p> <p>You say it. <i>Students should say /st/.</i></p> <p>That’s right, /st/. Next, I’ll saw the rest of the word, /ate/.</p> <p>Now, I will say the word fast, state.</p> <p>Watch me again. /st/ (<i>point</i>) /ate/ (<i>point</i>) is state.</p> <p>Now let’s try it together. Read the word parts with me, then we’ll say the word fast. /st/ (<i>point</i>) /ate/ (<i>point</i>). <i>Listen to ensure all students are responding.</i></p> <p>Let’s say the word fast, state. <i>Listen to ensure all students are responding.</i></p> <p>Nice job saying the parts and reading the word fast with me!</p> <p>Now it’s your turn. Read the word parts, then say the word fast. /st/ (<i>point</i>) /ate/ (<i>point</i>). <i>Listen to ensure all students are responding.</i></p> <p>Say it fast. <i>Students should say state. Listen to ensure all students are responding.</i></p> <p>Nice job. Let’s try some more words. <i>Repeat with additional word cards containing the /st/ blend (e.g., stove, steel).</i></p> <p>Now we’ll practice writing words that have consonant blends in them. Listen: stone. Say stone. <i>Students should respond.</i> Now write stone.</p> <p><i>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/).</i></p>
<p>Error Correction</p>	
<p>Provide immediate and explicit error correction. Have the student practice the correct response.</p>	<p>That’s not quite right. /st/ (<i>point</i>) /ate/ (<i>point</i>) says state. Now you try it. /st/ (<i>point</i>) /ate/ (<i>point</i>) is what word? <i>Student responds.</i> That’s right, /st/ (<i>point</i>) /ate/ (<i>point</i>) says state. Now let’s try another word. <i>Continue to practice until the student(s) consistently responds correctly.</i></p>

Sample Word Cards

state	click
stove	broom
steel	trim
stone	clap