

# 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**

Adapted with permission from Phonemic Awareness Instructional Routine: Segmenting (kindergarten level). Tallahassee, FL: Florida Center for Reading Research. Copyright 2007. Available at [http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines\\_KPA6.pdf](http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_KPA6.pdf)

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

## Sample Word Cards

<b>state</b>	<b>click</b>
<b>stove</b>	<b>broom</b>
<b>steel</b>	<b>trim</b>
<b>stone</b>	<b>clap</b>