

Beginning Consonant Blends

Packet 13



About Identifying Beginning Consonant Blends The term *blend* refers to two separate sounds that are blended together as the word is pronounced. In the blend *bl*, for example, the /b/ and /l/ sounds are blended (but can still be heard).

You may have heard the terms *blend* and *digraph* used interchangeably. However, a blend is TWO SOUNDS blended together (the sounds /c/ and /l/ can still be heard in the blend *cl*), whereas in a digraph the letters represent ONE SOUND (only one sound, a "new" one, can be heard in the digraph *sh*). Children do not need to understand this terminology, but they should learn to identify and spell common blends.

All blends can be sounded out. Nevertheless, developing the ability to readily recognize common blends is important. Children with this ability are able to decode words more easily than children who must sound out each blend.

The activities in the *Reading Readiness* software and the activities in this packet provide experience in matching the sounds of various blends to words and picture names. Children identify the letters in the blends and practice spelling the blends.

The activities in the software and in this packet focus on the following beginning consonant blends:



bl	cl	br
cr	dr	fl
fr	pl	gl
sn	sk	gr
st	sl	sp
sw		tr

Packet 2 Objective: Identify beginning consonant blends in picture names, letters, and words.

Class Activities

Packet 13

Class Activity 1: Fun With Nonsense

Outcome: Manipulate beginning blends *bl*, *cr*, *fr*, *sn*, *st*, and *sw* in nonsense words.

1. Teach children this nonsense jump-rope rhyme. If you wish, children can clap in time as they say the words.

Acca-bacca soda cracker,
Acca-bacca boo.
Acca-bacca soda cracker,
Out goes you!

2. Write the blends *bl*, *cr*, *fr*, *sn*, *st*, and *sw* on the board, one at a time.
 - What are the names of these two letters?
 - Say the sounds of the letters. Now say the sounds close together so that they blend.

3. Have fun substituting the blends in the nonsense rhyme. For example:

Stacca-stacca soda cracker,
Stacca-stacca stoo.
Stacca-stacca soda cracker,
Out goes you!

Class Activity 2: Blender

Materials: Blend Cards (1 copy per group of 3, cards cut apart), paper lunch bags (1 per group of 3), masking tape, permanent marker (for teacher use)

Outcome: Identify beginning blends *cl*, *dr* and *sk* in picture names.

1. Write *cl*, *dr*, and *sk* on the board and discuss each blend:
 - What is the sound of this blend?
 - Can you think of a word that begins with this sound?
2. Give each group of three children a lunch bag filled with Blend Cards. Write a blend (*cl*, *dr*, or *sk*) on a masking-tape tag for each child in the group, attaching the tag where it will be visible (on a sleeve or hand).
3. Explain the rules for Blender.
 - The first player shakes the bag (the "blender") and draws a card. If the picture name begins with the player's blend, the player keeps the card. Otherwise, the player places the card face up in a discard pile.
 - Subsequent players can draw from the bag or take the top card on the discard pile.
 - Continue until everyone has collected four blend cards.
4. Before playing another game, have children trade masking-tape tags. Encourage children to help each other as they play.

Class Activities

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(Continued)

Class Activity 3: Remember Me

Materials: Items to Remember (1 copy)

Outcome: Use blend clues to remember picture names (blends *br*, *fl*, *gl*, *gr*, *sp*, and *tr*).










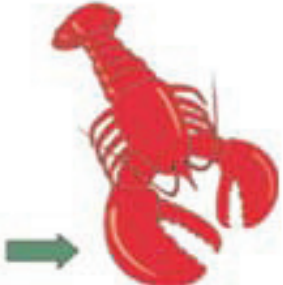


1. Review the blends *br*, *fl*, *gl*, *gr*, *sp*, and *tr*.
 - What is the sound (blend) at the beginning of the word **bring** (**fl**ame, **gl**are, **gr**and, **sp**end, **tr**ap)?
 - What two letters make this sound?
2. Explain that you will show a page of pictures to the class. The children should try to remember the names of the six items on the page. Display the Items to Remember page and let children study it for about half a minute. Then put the page away.
3. Give blend clues to help children recall the six items on the page. For example:
 - Do you remember an item that begins with *br*?

Alternative Method: If you have a big class, it may work better to make the Items to Remember page into a transparency. Use an overhead projector to display the page for children to study.



Blend Cards

Class Activity2: Blender

Items to Remember

Class Activity 3: Remember Me

