

Three-Letter Consonant Blends

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Language Objectives

- Decode words with initial consonant blends.
- Spell words with initial consonant blends.

Building Literacy

Through phonics instruction, children learn about the letter-by-letter structure of syllables and words they encounter in reading. In this lesson:

- Children learn sound-spellings of some common three-letter consonant blends.
- Children learn that recognizing three-letter consonant blends as they appear with other consonants and vowels allows them to decode many words.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

spread	three
throat	scream
split	strong
screw	street
stripe	thrill
shrug	stride
string	split
screen	stream
spray	splash
shrub	



ENGLISH LANGUAGE LEARNERS

Spanish speakers may add the sound short e to words with three-letter consonant blends such as *splash* and *spring*. Help children practice blending the sounds in words with three-letter consonant blends.



show me

Have children look at their Targeted Lessons Student Book, p. 67. Today you will learn to read and spell words with three-letter consonant blends.

Have children look at the first picture. This picture shows a girl using a knife to spread jam on bread. Point to the word *spread*. Listen as I read the word: *spread*. Point to the letters *spr*. When the letters *spr* appear together, they form a three-letter consonant blend. They stand for the sound /s/ /p/ /r/. Have children underline the letters *spr* in *spread*. Segment and blend *spread*. Then have children blend with you: /s/ /p/ /r/ /e/ /d/.

Have children look at the next picture. In this picture, a boy is touching his throat. Point to the word *throat*. Listen as I read the word: *throat*. Point to the letters *thr*. When the letters *thr* appear together, they stand for the sound /th/ /r/. Have children underline the letters *thr* in *throat*. Segment and blend *throat*. Then have children blend with you: /th/ /r/ /ō/ /t/.

Have children look at the last picture. In this picture, the sandwich is split into two pieces. Point to the word *split*. Listen as I read the word: *split*. Point to the letters *spl*. When the letters *spl* appear together, they stand for the sound /s/ /p/ /l/. Have children underline the letters *spl* in *split*. Segment and blend *split*. Then have children blend with you: /s/ /p/ /l/ /i/ /t/.




SPELLING PATTERNS

Three-Letter Consonant Blends When two or more different consonants appear together in a word, the sound of each consonant is usually heard. Some blends are made up of three consonants (*spl*, *scr*), and others are made up of a digraph and a consonant (*shr*, *thr*).

23

Three-Letter Consonant Blends

➔ show me

<u>s</u> pread	<u>th</u> roat	<u>spl</u> it
		

➤

guide me


Read the directions together. Ask children to tell you in their own words what they are to do. (Use the letters in the box to complete the words.) Have children name the pictures: *screw, stripe, shrug*.


Point to the consonant blends in the box. Segment and blend the sounds for each and have children repeat. **Now look at the first picture. The first picture shows a screw. The word *screw* begins with the sounds /s/ /k/ /r/. Find the letters in the box that spell the sound /s/ /k/ /r/. Write them on the lines.** Continue the activity, guiding children to write the initial blend for each word.


➤ guide me

Pick the letters from the box to finish each word. Write the letters on the lines.

scr str shr


s c r ew


s t r ipe


s h r ug

PHONICS AND SPELLING 67

➤









work time

Have children look at their Targeted Lessons Student Book, p. 68. Have children name the pictures: *string, screen, spray, shrub, three, scream, strong, street*. Read the directions together. Have children complete each item by circling the word that names each picture.

23 Three-Letter Consonant Blends

➤ work time

Name the picture. Circle the word that names the picture.

1.  string sting	2.  seen screen
3.  spray stay	4.  shrub scrub
5.  tree three	6.  stream scream
7.  strong song	8.  sheet street

68 PHONICS AND SPELLING

➤ guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 69. Tell children that there are some common words that they will see often as they read. Have them look at the first word on the page, *sit*. This word is *sit*. Where are some places you can sit? The next word is *makes*. Remember, the silent e means the letter a says its name. Who can use *makes* in a sentence? Tell children that they will read the words *sit* and *makes* as they read the story *What a Thrill!*

➤ work time

Decodable Text Have children look at the story *What a Thrill!* Explain that a *thrill* is an exciting event. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with three-letter consonant blends. (*thrill*, *stride*, *split*, *stream*, *splash*) Have children underline the three-letter consonant blends.

➤ check for understanding

Write the consonant blend *str*. What sounds do these letters stand for? (/s/ /t/ /r/) Listen as I blend the sounds together: /s/ /t/ /r/. Blend the sounds with me: /s/ /t/ /r/. Blend the sounds without me. Add the letters *eam* to the end of *str*. What are the sounds for these letters? (/ē/ /m/) Blend the sounds and say the word: /s/ /t/ /r/ /ē/ /m/, *stream*. Continue the activity with *screw*, *split*, and *three*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *splat*. What sounds do you hear in *splat*? (/s/ /p/ /l/ /a/ /t/) What is the letter that spells the sound /s/? (s) Write the letter *s* on your paper. What is the letter for the sound /p/? (p) Write the letter *p*. What is the letter for the sound /l/? (l) Write the letter *l*. What is the letter for the sound /a/? (a) Write the letter *a*. What is the letter for the sound /t/? (t) Write the letter *t*. Let's read the word: /s/ /p/ /l/ /a/ /t/, *splat*. Continue with *shrink*, *scrap*, *strap*, *throw*, and *spring*.

➤ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

Three-Letter Consonant Blends 23


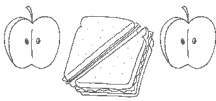
➤ guide me

sit makes


➤ work time

Read the story.

What a Thrill!

We stride up the path. We sit down to rest and split a snack.



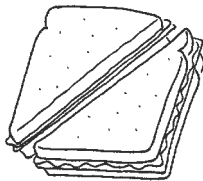


There is a stream. A fish makes a big splash. What a thrill!

PHONICS AND SPELLING 69

Three-Letter Consonant Blends

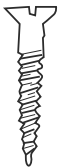
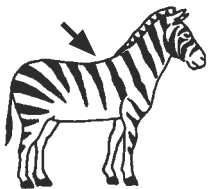

➤ show me

spread	throat	split
		

➤ guide me

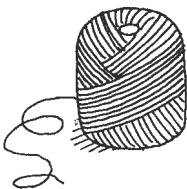
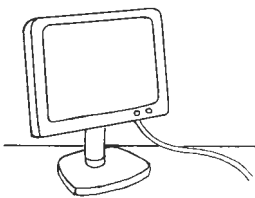




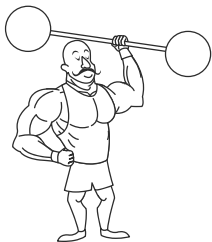
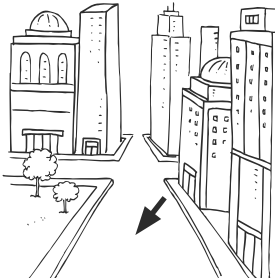
Pick the letters from the box to finish each word. Write the letters on the lines.

scr str shr

 ____ _ _ ew	 ____ _ _ ipe	 ____ _ _ ug
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work time

Name the picture. Circle the word that names the picture.

1. 	string sting	2. 	seen screen
3. 	spray stay	4. 	shrub scrub
5. 	tree three	6. 	stream scream
7. 	strong song	8. 	sheet street

➤ guide me

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sit

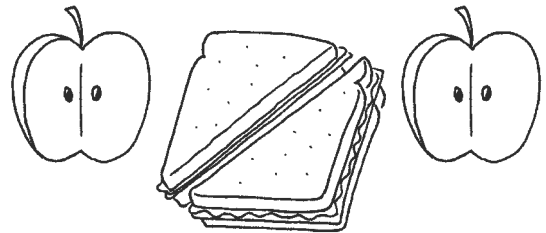
makes

➤ work time

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Read the story.

What a Thrill!



We stride up the path.

We sit down to rest and
split a snack.



There is a stream. A fish makes a big splash.
What a thrill!