Decode and Spell CCVC and CVCC Words: Consonant Blends

8

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences, including initial and final blends.
- Spell words using sound-spelling patterns.

Building Literacy

Blending consonant blends to read CCVC and CVCC words builds on what children have learned about blending letter sounds to read CVC words. Final blends are generally easier for children to understand, so they are usually taught before initial blends. In this lesson:

- Children learn the sound-spellings of initial and final consonant blends.
- Children decode CCVC and CVCC words with learned sound-spellings.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Focus on Language

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

hand	belt	clap
lamp	desk	camp
toast	sled	swim
plate	truck	pond
bread	flag	fast
smile	block	track
tent	drum	jump
drip	grin	glad
milk	nest	
band	frog	

ENGLISH LANGUAGE LEARNERS

Initial *l*-blends and *r*-blends occur in Spanish, although the Spanish sound /r/ is not exactly the same as the English sound /r/; it has a trilling, /d/-like sound. An *r*-blend may be difficult for speakers of some Asian languages. They may need more practice pronouncing these words. In Spanish a vowel always precedes an *s*-blend, so Spanish speakers may add the sound /e/ when they say words beginning with *s*-blends. Final consonant blends do not occur in Spanish.

show me

Have children look at their Targeted Lessons Student Book, p. 22. Have them name the letter pairs that they see at the top of the first chart. Tell children that sometimes the sounds of two consonants at the end of a word are blended together. These sounds are called a consonant blend.

The first picture is a hand. The blended sounds you hear at the end of hand are /n/ /d/. The sounds /n/ and /d/ are spelled *nd.* Have children say /n/ /d/ several times as you point to *nd*. Say *hand.* Have them write *nd* after the picture of a hand. Follow the same procedure for the blends *mp* in *lamp* and *st* in *toast*.

Next, have children name the letter pairs that they see at the top of the second chart. Tell children that sometimes the sounds of two consonants at the beginning of a word are blended together. The first picture is a plate. The blended sounds you hear at the beginning of *plate* are /p/ /l/. The sounds /p/ and /l/ are spelled *pl.* Have children say /p/ /l/ several times as you point to *pl*. Say *plate.* Have them write *pl* before the picture of the plate. Follow the same procedure for the blends *br* in *bread* and *sm* in *smile*.

8

Decode and Spell CCVC and CVCC Words: Consonant Blends

show me

Name each picture. Write the two letters that spell the sounds at the end of the word.

nd	mp	st
n d	m p	s t

Name each picture. Write the two letters that spell the sounds at the beginning of the word.

pl	br	sm
p l	b r	s m

TEACHING STRATEGIES

Here are common final blends with example CVCC words that may be used to provide practice: *ft* (*raft*), *lf* (*self*), *lk* (*milk*), *lp* (*help*), *lt* (*quilt*), *mp* (*bump*), *nd* (*pond*), *nt* (*hint*), *sk* (*mask*), *sp* (*gasp*), *st* (*best*).

Here are common initial blends with example CCVC words that may be used to provide practice: *l*-blends: *bl* (*black*), *cl* (*clock*), *fl* (*flat*), *gl* (*glad*), *pl* (*plan*), *sl* (*slip*); *r*-blends: *br* (*brick*), *cr* (*crib*), *dr* (*drag*), *fr* (*frill*), *gr* (*grass*), *pr* (*press*), *tr* (*trick*); *s*-blends: *sc* (*scan*), *sk* (*skid*), *sl* (*slam*), *sm* (*smell*), *sn* (*snack*), *sp* (*spell*), *st* (*step*), *sw* (*swim*).

Copyright © Savvas Learning Company LLC. All Rights Reserved.

guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the blend in each word.)

The first picture shows a tent. Let's say the sounds in *tent.* I'll go first and then you can say the sounds after me: /t/ /e/ /n/ /t/, *tent.* Have children repeat the segmented sounds and then blend all the sounds to say the word. What are the sounds of the ending consonant blend in *tent?* (/n/ /t/) What two letters together spell the sounds /n/ /t/? (*nt*) Have children write *nt* to complete the word *tent*.

Direct children's attention to the second picture. This picture shows a drip coming from a faucet. I'll say the sounds in *drip* and then you can say the sounds after me: /d/ /r/ /i/ /p/, *drip*. Have children repeat the segmented sounds and then blend all the sounds to say the word. What are the sounds of the beginning consonant blend in *drip*? (/d/ /r/) What two letters together spell the sounds /d/ /r/? (*dr*) Have children write *dr* to complete the word *drip*. Continue with the word *milk* in the last picture and the final consonant blend *lk*.

guide me

Fill in the blanks with the missing letters.

te n t	d r ip	mi l k

22 PHONICS AND SPELLING

work time

Have children look at their Targeted Lessons Student Book, p. 23. Have children name the pictures: *band, belt, desk, sled, truck, flag, block, drum, grin, nest, frog, clap.* Read the directions together. Remind children to say the sounds in each word to help them determine the missing consonant blend. Have children complete each item by writing the letters that spell the missing blend. For the last three items, have children write the letters to spell each word. (*nest, frog, clap*)

Decode and Spell CCVC and CVCC Words: Consonant Blends 8

work time

Name each picture. Write the letters that spell the missing blend sound in each word. For the last row, spell the words.

1. ba n d	2. be l t	3. de s k
4. s l ed	5. t r uck	6. f l ag
7. b l ock	8. d r um	9. g r in
10. n e s t	11. f r o g	12. c l a p

PHONICS AND SPELLING 23

Copyright © Savvas Learning Company LLC. All Rights Reserved.

guide me

High-Frequency Words Have children look at p. 24 in their Targeted Lessons Student Book. Remind children that there are some words we use often that are useful to learn. You can remember what those words look like. Point to the word *blue*. This word is *blue*. It begins with the consonant blend /b/ /l/ spelled *bl*. Point to something that is *blue*. Have children repeat the word after you as you point to it. The next word is *like*. Have children repeat the word after you several times as you point to it. If one thing is *like* another, it means they are the same in some way. Tell children that they will read the words *blue* and *like* in the story *Fun Stuff to Do*.

8 Decode and Spell CCVC and CVCC Words: Consonant Blends

guide me

blue like

work time

Read the story.

Fun Stuff to Do

Set up a tent and camp.

Swim in a blue pond.

Run fast on a track.

Jump like a glad frog.

24 PHONICS AND SPELLING

work time

Decodable Text Have children look at *Fun Stuff to Do.* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with final consonant blends. (*tent, camp, pond, fast, jump*) Have children underline and read the words with beginning consonant blends. (*stuff, swim, blue, track, glad, frog*)

check for understanding

Write the letters *st*. What is the sound for the letter *s*? (/s/) What is the sound for the letter *t*? (/t/) What is the sound for the blend *st*? (/s/ /t/) Write the letters *mu* before *st*. Listen as I blend the sounds together: /m/ /u/ /s/ /t/, *must*. Blend the sounds with me: /m/ /u/ /s/ /t/, *must.* Blend the sounds without me. Repeat this procedure with *send* and *pant*.

Write the letters *pl*. What is the sound for the letter *p*? (/p/) What is the sound for the letter *l*? (/l/) What is the sound for the blend *pl*? (/p/ /l/) Write the letters *a* and *n* after *pl*. Listen as I blend the sounds together: /p/ /l/ /a/ /n/, *plan.* Blend the sounds with me: /p/ /l/ /a/ /n/, *plan*. Blend the sounds without me. Repeat this procedure with *grass* and *stack*.

Let's spell words with the consonant blends we've learned. The first word we will spell is *past*. What sounds do you hear in *past*? (/p/ /a/ /s/ /t/) What is the letter that spells the sound /p/? (*p*) Write the letter *p* on a sheet of paper. What is the letter for the sound /a/? (*a*) Write the letter *a.* What is the letter for the sound /s/? (*s*) Write the letter *s.* What is the letter for the sound /t/? (*t*) Write the letter *t*. Let's read the word: /p/ /a/ /s/ /t/, *past.* You spell the word *past p-a-s-t.* Continue with *land, stamp,* and *crust.* Ask children to identify the consonant blends in the words. Point out that *stamp* and *crust* each have two consonant blends.

reflect

Have children think about what they have learned. What are some consonant blends you have learned? What are some new words you can read and spell now that you know about these consonant blends?

Copyright © Savvas Learning Company LLC. All Rights Reserved.

8 Decode and Spell CCVC and CVCC Words: Consonant Blends

show me

Name each picture. Write the two letters that spell the sounds at the end of the word.

nd	mp	st
__ __	__ __	__ __

Name each picture. Write the two letters that spell the sounds at the beginning of the word.

pl	br	sm
__ __	__ __	__ __

guide me

Fill in the blanks with the missing letters.

t e __ __	__ __ i p	m i __ __

Copyright © Savvas Learning Company LLC. All Rights Reserved.

work time

Name each picture. Write the letters that spell the missing blend sound in each word. For the last row, spell the words.

1. b a __ __	2. b e __ __	3. d e __ __
4. __ __ e d	5. __ __ u c k	6. __ __ a g
7. __ __ o c k	8. __ __ u m	9. __ __ i n
10. __ __ __ __	11. __ __ __ __	12. __ __ __ __

Copyright © Savvas Learning Company LLC. All Rights Reserved.

guide me

blue **like**

work time

Read the story.

Fun Stuff to Do

Set up a tent and camp.

Swim in a blue pond.

Run fast on a track.

Jump like a glad frog.

Copyright © Savvas Learning Company LLC. All Rights Reserved.