

Consonant Blends Chart

Objective: The student will decode words containing initial consonant blends.

INSTRUCTIONAL CONTENT:

Decoding: letter combinations using one-syllable words with initial consonant blends <sp>, <sl>, <sc>, <sk>, <sm>, <sn>, <sw>, and <st>.

INSTRUCTIONAL ACTIVITY:

Consonant Blends Chart

Purpose: This activity teaches students to decode one-syllable words with initial consonant blends.

MATERIAL/AT:

- Decodable, instructional-level reading material that contains words with targeted consonant blends
- Chart with columns containing one-syllable words with targeted consonant blends and sentences

DELIVERY OF INSTRUCTION:

Grouping: Whole group divided into groups of four to five students

1. Prepare columns on a chart showing eight different initial consonant blends: <sp>, <sl>, <sc>, <sk>, <sm>, <sn>, <sw>, and <st>. Write as many one-syllable words as you can under each consonant blend and underline the consonant blends (e.g., spot, slug, scat, skin, smell, snap, swam, stick).
2. Create sentences containing words with the consonant blends targeted for this lesson, or select sentences from a decodable text. Write them on the bottom of the chart.
3. Explain to the students that one way to read words that contain consonant blends is to say the sounds of the two consonants and blend those sounds with the sounds of other parts of the word (i.e., say them quickly, one right after the other).

4. Read a word that begins with one of the blends shown on the chart and have the students repeat. Read a word that begins with another blend on the chart and have students repeat. Continue until each blend has been introduced.
5. Lead students in reading all of the words on the chart.
6. Ask the students to read each sentence on the bottom of the chart. If they come to a word they are unable to read, ask them, "What does the blend say? What does the other part of the word say? What is the word?"
7. Have the students reread the sentence that contains the misread word from the beginning.
8. Have the students write the words with consonant blends in their spelling notebooks.

PROGRESS MONITORING:

After the lesson, ask students to read the list of targeted words. Use plus and minus signs to indicate correct and incorrect responses.

Periodically give students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student's performance and make instructional decisions as needed.

Consonant Blends Chart (adapted)

(adaptations noted by italics)

Objective: The student will decode words containing initial consonant blends.

INSTRUCTIONAL CONTENT:

Decoding: letter combinations using one-syllable words with initial consonant blends <sp> and <sl>

INSTRUCTIONAL ACTIVITY:

Consonant Blends Chart (adapted)

Purpose: This activity teaches students to decode one-syllable words with initial consonant blends.

MATERIAL/AT:

- Decodable, instructional-level reading material that contains words with targeted consonant blends
- Chart with columns containing one-syllable words with targeted consonant blends and sentences

DELIVERY OF INSTRUCTION:

Grouping: *Two to three students*

1. Prepare columns on a chart showing two different initial consonant blends, *<sp>* and *<sl>*. Write as many one-syllable words as you can under each consonant blend and underline the consonant blends (e.g., *spit*, *spot*, *spin*, *slip*, *slap*, *slot*).
2. Create sentences containing words with the consonant blends targeted for this lesson or select sentences from a decodable text. Write them on the bottom of the chart.
3. Explain to the students that one way to read words that contain consonant blends is to say the sounds of the two consonants and blend those sounds with the sounds of other parts of the word (i.e., say them quickly, one right after the other).
4. Read a word on the chart that begins with *<sp>* and have the students repeat. Read a word on the chart that begins with *<sl>* and have students repeat.

5. Lead students in reading all of the words on the chart.
6. Ask the students to read each sentence on the bottom of the chart. If they come to a word they are unable to read, ask them, "What does the blend say? What does the other part of the word say? What is the word?"
7. Have the students reread the sentence that contains the misread word from the beginning.
8. Have the students write the words with consonant blends in their spelling notebooks.

PROGRESS MONITORING:

After the lesson, ask students to read the list of targeted words. Use plus and minus signs to indicate correct and incorrect responses.

Periodically give students a graded word list. Have each student read the word list and record the percentage of words read correctly. Chart each student's performance and make instructional decisions as needed.