Consonant Blends Chart

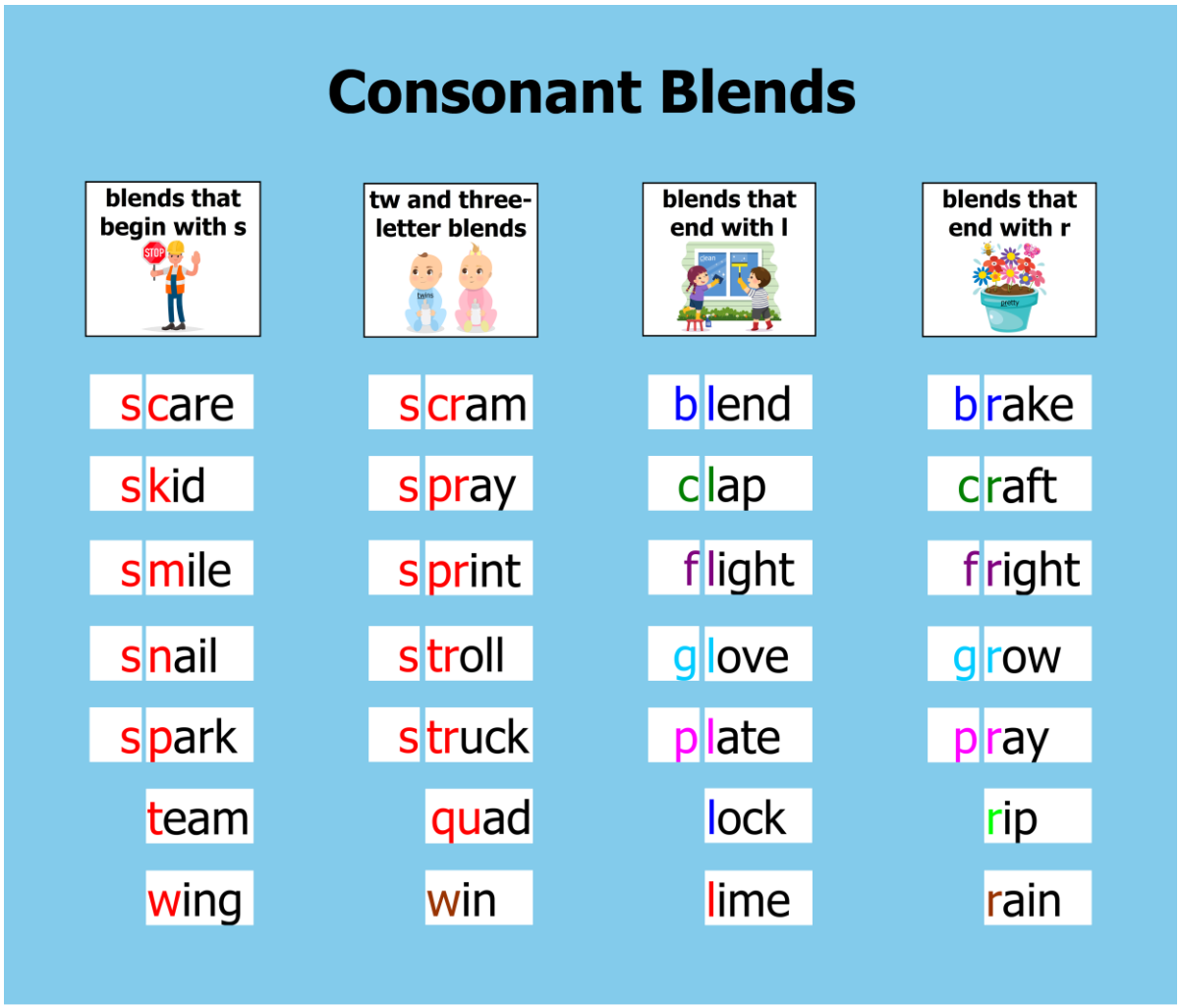
Consonant Blends

blends that begin with s 	tw and three-letter blends 	blends that end with l 	blends that end with r 
scare	scram	blend	brake
skid	spray	clap	craft
smile	sprint	flight	fright
snail	stroll	glove	grow
spark	struck	plate	pray
team	quad	lock	rip
wing	win	lime	rain

By Habakkuk Educational Materials

Directions for assembling the "Consonant Blends" chart: Print the heading, word, and letter cards on white cardstock. Please note that the cards contain color, so colored ink will need to be available. Laminate the sheets, cut out the chart pieces, and use wall-safe tape to assemble the chart as illustrated. You can use laminated die cut letters to add the "Consonant Blends" title.

As a variation to using wall-safe tape to attach the initial consonants that will be removed and reinserted by students, you might instead attach a StikkiCLIP before the word card to rest the letter cards on. For example, the word ***c****are* would be taped to the wall, and a clip in front of it would be used to insert the initial letter ***s*** to change the word to ***sc****are*. Blank cards are also available if you wish to add additional words to the chart.



Blend: In a consonant blend such as *st*, the consonant *s* still makes the /s/ sound and *t* still makes the /t/ sound, but they slide together so smoothly that it seems like you're only hearing one sound. There are blends that begin with *s*, blends that end with *l*, blends that end with *r*, and *tw* blends. Consonant blends are also known as consonant clusters. (Start)

Instructions for using the "Consonant Blends" chart:
In the "blends that begin with *s*" column, students will read the words *care*, *kid*, *mile*, *nail*, *park*, *team*, and *wing*; will insert an initial *s* on the clip before each word to form a consonant blend; and will then pronounce the new words *scare*, *skid*, *smile*, *snail*, *spark*, *steam*, and *swing*.

In the "tw and three-letter blends" column, they will read the words *cram*, *pray*, *print*, *troll*, *truck*, and *quad*; will insert an initial *s* on the clip before each word to form a consonant blend; and will then pronounce the new words *scram*, *spray*, *sprint*, *stroll*, *struck*, and *squad*. Afterwards, an initial *t* will be inserted before the *win* card, and students will read the word *twin*.

In the "blends that end with *l*" column, students will read the words *lend*, *lap*, *light*, *love*, *late*, *lock*, and *lime*; will insert an initial consonant on the clip before each word to form a consonant blend; and will then pronounce the new words *blend*, *clap*, *flight*, *glove*, *plate*, *block*, and *slime*. Notice that the blends are color coded to help students know which consonant to insert before each word.

In the "blends that end with *r*" column, students read the words *rake*, *raft*, *right*, *row*, *ray*, *rip*, and *rain*. An initial consonant is inserted before each word, and students pronounce the new words as *brake*, *craft*, *fright*, *grow*, *pray*, *drip*, and *train*.

blends that begin with s



tw and three-letter blends



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blends that end with l



blends that end with r



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BLENDS THAT BEGIN WITH *S*

s	s	scare
s	s	skid
s	s	smile
team		nail
wing		park

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TW AND THREE-LETTER BLENDS

s	s	scram
s	s	spray
s	s	sprint
quad		troll
win		truck

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BLENDS THAT END WITH *l*

g	blend
p	clap
t	flight
lime	love
lock	late

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BLENDS THAT END WITH *R*

f	br	ake
g	cr	aft
p	dr	ip
ray		right
rain		row

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s	s	s	s
t	t	b	b

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Consonant Blends Matching Game

Matching game for whole-group participation: Print the set A and B cards on cardstock. Position the set A cards on the left side of the chalkboard tray and the set *B* cards on the opposite side with the blank side of cards facing the students. Divide the students into two or more teams. A team player will choose a card from the right side and read the word. He will then choose a card from the left side and note if the letter (or letters) on the card could be added to the word to form a new word with a consonant blend. For example, ***s*** can be added to ***m****ile* to form the word ***sm****ile*; ***b*** can be added to ***l****end* to spell the word ***bl****end*, and so forth. The blending letters are color coded to assist younger students in identifying matches. If a match is made, the child removes the cards from the tray. If a match is not made, the cards should be returned to their original positions. Count the cards of each team at the end of the game to determine the winner.

Consonant Blends Matching Game

A	smile B
A	blend B
A	craft B
A	scrub B

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Consonant Blends Matching Game

sp A	rang B
str A	ipe B
A	B
A	B

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CONSONANT BLENDS CHART

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