

EMPOWERING TEACHERS

Phonics Instructional Routine: Read and Write Words with a Consonant Blend

Preparation/Materials: Word cards (state, stump, stove), paper, and a pencil for student(s).

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under underlined letter(s) or word(s)
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- ALL CAPS notes an emphasis in speech
- Letters and words in print are in “quotation marks”
- Sounds are noted using //

Steps	Instructional Example
TEACHER EXPLAINS TASK	We are going to read and write words with consonant blends.
TEACHER MODELS TASK	<p><i>Display the word card “state”.</i> Listen and watch. A consonant blend is when two consonants are together and you can still hear each sound. /st/ is a consonant blend. You can hear the sounds of /s/ and /t/ when the letters are put together. “state” starts with the blend /st/.</p> <p>Now I will read the word. <i>Cover up “ate” to isolate the blend “st”.</i> I will say the blend. <i> /st/</i> <i>Uncover the rest of the word.</i> I will read the word. <i> “state”</i></p> <p><i>Repeat the above sequence using the words “stump” and “stove”.</i> I read words with the consonant blend /st/.</p>
TEACHER & STUDENTS PRACTICE TASK TOGETHER	<p><i>Distribute word cards for “stump” to teacher and student(s).</i> A consonant blend is when two consonants are together and you can still hear each sound.</p> <p>Let’s read words with the consonant blend /st/ at the beginning of the word. <i>Display the word card, “stump”.</i> Let’s cover the end of the word. <i>Have student(s) cover “ump” to isolate the blend “st”.</i> Let’s say the blend. <ul style="list-style-type: none"> • /st/ Let’s look at the word. <i>Have student(s) reveal the entire word.</i> Let’s read the word. <i>Emphasize /st/ sound when reading the word.</i> <ul style="list-style-type: none"> • “stump” Now let’s try another one. <i>Repeat the above sequence using the words “state” and “stove”.</i> Yes. We read words with the consonant blend /st/.</p>

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STUDENTS PRACTICE TASK	<p><i>Distribute the word card “stove” to all students.</i></p> <p>Your turn. Remember, /st/ is a consonant blend. You can still hear the sounds of /s/ and /t/ when the letters are together.</p> <p>Cover the end of the word. <i>Confirm that student(s) cover “ove” to isolate the blend “st”.</i></p> <p>Say the blend. /st/</p> <p>Now look at the word. Read the word. “stove”</p> <p>Now try another one. <i>Repeat the above sequence using the words “stump” and “state”.</i></p> <p>Yes. You read words with the consonant blend /st/.</p> <p><i>Distribute paper and a pencil to student(s). Consonant blend word cards remain in front of student(s).</i></p> <p>Now you will write the words. Listen: state Say state state</p> <p>Write state <i>Students write “state”.</i></p> <p>Now read the word. “state”</p> <p><i>Repeat dictation using the words “stump” and “stove”.</i></p> <p>Yes. You read and wrote words with the consonant blend /st/.</p>
INDEPENDENT PRACTICE	<p><i>When students consistently read and write the words correctly, provide individual turns using other words (additional word cards are provided below). Have student(s) write previously taught words (e.g., state, stick, stove) without the use of word cards. Call on students in an unpredictable order, calling more frequently on students who made errors.</i></p>
SCAFFOLDING SUGGESTION FOR ERRORS	<p><i>Verify that students are saying the correct sounds and are writing the correct letters for each sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist when reading, have students decode the words sound-by-sound and/or reduce the number of word cards used. If difficulties persist when writing, dictate words to student(s) sound-by-sound.</i></p>

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Adaptations using this Instructional Routine:

- While reading, have student(s) say blend and then decode the rest of the word.
- Use other words with the same blends (samples are provided in the word cards below).
- Have student(s) independently practice words with middle and/or final blends (e.g., tasting, fast).
- Use words with other blends (e.g., blab, blade, block; drape, dress, drive).

For further independent student practice, refer to the following FCRR Second and Third Grade Student Center Activities at : http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_1.pdf

- P.005
- P.006
- P.007

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state

stump

stove

still

stems

steel

stale

stone

steep