

# LESSON 4:

## CONSONANT BLENDS

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**Host:** In this lesson, you'll learn about consonant blends. Consonant blends are two or three consonants right next to each other, but unlike digraphs, each letter keeps its sound. These blends can occur in the initial or final position in words.

Some examples of words with initial consonant blends are *blue*, *grin*, *strap*, and *trend*. Examples of words with final blends include *soft*, *jump*, *land*, and *mint*.

**Teacher:** Today's lesson is about consonant blends. You will learn how to read words that have two or three consonants right next to each other, but unlike digraphs, each letter keeps its sound. This lesson is important because longer and more difficult words contain consonant blends, so you will be able to read and spell more words when you learn this concept.

Please read this word.

Correct, the word is *shop*. How many letters in *shop*?

Right, *s, h, o, p*: four letters. And how many sounds in *shop*?

/Sh/ /o/ /p/: There are three sounds because the *sh* makes the one sound, /sh/. Now, watch as I remove *s* and *h* and replace them with *s* and *t*.

That's right, *stop*. I'll ask the same question as before. How many letters in *stop*?

Correct, four. Listen as I count the number of sounds.

/S/ /t/ /o/ /p/: There are four sounds because *s* and *t* each have their own sound. A blend is when two consonants next to each other make two sounds, like *s* and *t* in *stop*. You blend the sounds together, just as you do with CVC words. Watch how I blend this word: /s/ /p/, /sp/. That's the blend. Say /sp/.

Yes, /sp/ ... /i/ /n/. Your turn. Say the sounds as I slide my finger under each sound: /sp/ /i/ /n/, *spin*. Please read this word.

Correct, the word is *crop*. How many letters in *crop*?

Right, four. Say the sounds as I slide my finger under each sound.

I don't think I heard all of the sounds. Where is the blend in *crop*?

That's right, at the beginning. How many letters are there in the blend?

That's right, two. Remember, each consonant in a blend makes a sound. Let's try again.

Good, /cr/ /o/ /p/. Please read the word.

Good, *crop*. Blend this word for me.

Great! Where is the blend in *desk*?

Right, at the end of the word. It comes after the vowel. You can see that consonant blends can be at the beginning or the end of a word. Let's blend a few more words. Let's do another one. What's this word?

Correct, the word is *graph*. How many letters in *graph*?

Right, five. Say the sounds as I slide my finger under each sound.

Right, /gr/ /a/ /f/. How many sounds are there in the word *graph*?

Right, four. How many blends are there?

Right, one. Remember that in a blend, each letter makes its own sound. What is the blend?

Right, /gr/. We say both the /g/ and the /r/. What is *ph*?

Yes, it's a digraph because even though there are two letters, they only make one sound, /f/. Let's say the word again slowly: /gr/ /a/ /f/.

Good. Now say the word.

Yes, *graph*. Please read the next word.

Correct, the word is *plant*. How many letters in *plant*?

Right, five. Say the sounds as I slide my finger under each sound.

Good, /pl/ /a/ /nt/. How many sounds are there in the word *plant*?

Right, five. How many blends are there?

Yes, two: /pl/ and /nt/. Say the word.

Right, *plant*.

Let's read another word.

Correct, the word is *scrap*. How many letters in *scrap*?

Right, five. Say the sounds as I slide my finger under each sound.

Right, /scr/ /a/ /p/. How many sounds in the word *scrap*?

Yes, five. Where is the blend in *scrap*?

That's right, *scr*. Blends can sometimes contain three letters. In this case, *scr* is the blend /scr/. Let's say the word: *scrap*. Good work.

Remember, in this lesson you learned to read words that have two or three consonants right next to each other, but unlike digraphs, each letter keeps its sound. This is important because longer and more difficult words contain consonant blends, so you will be able to read and spell more words now that you learned this concept.

**Host:** Here's a strategy designed to help students spell words containing consonant blends:

Dictate a word.

Have students repeat the word.

Have the students say each sound and count each sound.

Have the students say the letters in the word.

Have the students say the letters again as [they write] them.

Have the students check by reading the word.

**Teacher:** I will show you some steps to follow when you spell words. Listen. The first word is *flop*. What is the word?

Right, *flop*. Next, I count the sounds I hear in the word: /f/ /l/ /o/ /p/. I hear four sounds. Next, I think about what letters make those sounds. /f/-f, /l/-l, /o/-o, /p/-p. I say the letters again while I write down the word: *f, l, o, p*.

Now, I check the word by reading it: *flop*. The second word is *dusk*. What is the word?

Yes, *dusk*. Count the sounds you hear in the word.

Yes, four sounds: /d/ /u/ /s/ /k/. Now, think about the letters that make those sounds and say the letters as I write the word: /d/-d, /u/-u, /s/-s, /k/-k. The word is *dusk*. Say *dusk*.

What if I changed the *k* to a *t*? What would the word be?

Right, the word would be *dust*.

When you are unsure of how to spell a word, you can use the strategy of listening to the sounds and writing the corresponding letters.

**Host:** Remember that consonant blends are two or three consonants right next to each other. These blends can occur in the initial or final position in words. This is important because longer, more difficult words contain consonant blends. Students will be able to read and spell more words once they've learned this concept.