

Lesson 24 Words with Final Blends

Objective

This lesson teaches words containing consonant blends at the end and the Leap Word *was*.

You Will Need

- ☐ *Blast Off to Reading!* pages 139-152
- ☐ Word Cards 103-112

Before You Begin

Preview Consonant Blends

In this lesson, your student will learn to read words with consonant blends.

A consonant blend consists of two sounds that are said together quickly. For example, the word *lamp* has a consonant blend at the end. The /m/ and /p/ sounds are said in rapid succession, but each consonant keeps its own sound.

A consonant blend is different from a consonant team. In a consonant blend, each letter retains its own sound. In consonant teams, such as th, sh, and ch, two letters combine to make a completely new sound.



A blend at the end of a word is called a **final blend**. Final blends are easier to read than blends at the beginning of the word, so we will introduce final blends first. Read the following examples and listen for the blends.

dust help risk felt bump

Words with consonant blends will be decoded using the same blending procedure that your student has already been using.

Some phonics programs teach blends as a unit; for example, they may teach blends sp and nd as their own sounds on flashcards. But that method requires much more memory work for students because they have to memorize dozens of blends. It is much simpler to learn the basic phonograms and blend them to sound out words.

Before You Begin

(continued)

Reminder about the Practice Sheets

The goal of the Practice Sheets is to help your student achieve *automaticity*. Automaticity—or automatic word recognition—means that words are recognized at a glance. Automaticity enables your student to read more fluently. When he doesn't have to laboriously decode each and every word, he can read smoothly and with greater comprehension.

Because there are so many words in this “final blends” category, this lesson contains several additional Practice Sheets. Please remember that the Practice Sheets aren't meant to be completed in a single sitting! It is critical to stop before your student fatigues. You may take several days or weeks to cover all of the activities in this lesson, depending on your circumstances. See Appendix F for ideas on using the Practice Sheets.

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

New Teaching

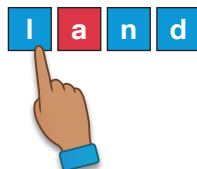
Blend Sounds with Letter Tiles

Build the word *land* with letter tiles.



“Sometimes there are two consonants at the end of a word, as in the word *land*. Listen and watch as I blend the letters in this word.”

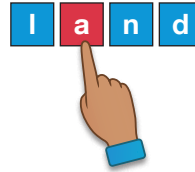
Touch the *l* and say /l/.



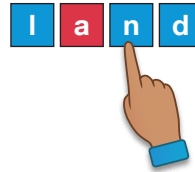
New Teaching

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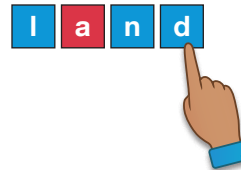
Touch the a and say /ă/.



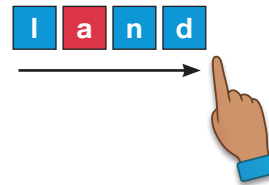
Touch the n and say /n/.



Touch the d and say /d/.



Now go back to the beginning of the word. Slide your finger under the letters l-a-n-d and say *land* slowly.



Finally, read the word *land* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *best*.



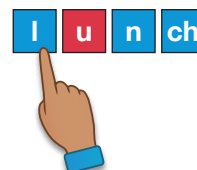
Decode Words Containing Two-Letter Phonograms

Build the word *lunch* with letter tiles.

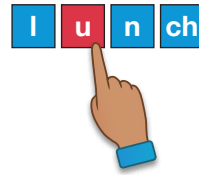


Point to the ch tile. “Listen and watch as I sound out a word that has ch at the end.”

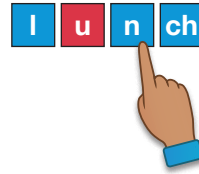
Touch the l and say /l/.



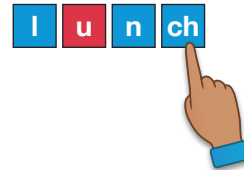
Touch the u and say /ŭ/.



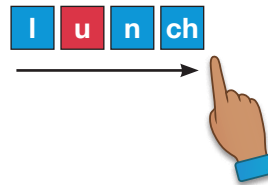
Touch the n and say /n/.



Touch the ch and say /ch/.



Now go back to the beginning of the word. Slide your finger under the letters l-u-n-ch and say *lunch* slowly.



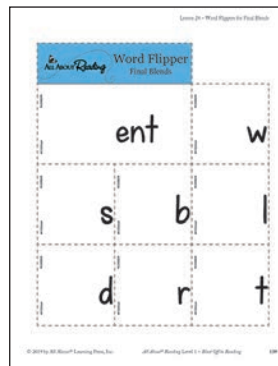
Finally, read the word *lunch* at a normal pace as we do when we speak.

Using the same procedure for blending, have your student sound out the word *tenth*.



Complete Activity Sheets

“Let’s flip some words with final blends.”



Word Flippers for Final Blends

Remove pages 139-145 from the *Blast Off* activity book.

There are four Word Flippers in this lesson. Each page will create one flipper.

Refer to Appendix E for assembly instructions.

Have your student turn the pages and read the words that are formed.

New Teaching

(continued)

“Now let’s see if we can match these socks.”



Matching Socks

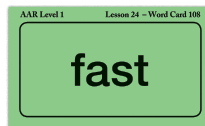
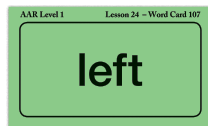
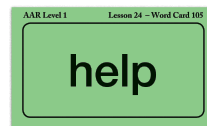
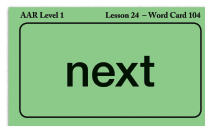
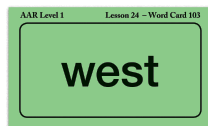
Remove pages 147-148 from the activity book.

Cut out the individual socks and put them in random order on the table, with the words facing down.

Have your student find two socks that match and then read the words on the back of the socks.

Practice Reading Words

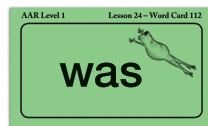
Have your student practice reading the words on Word Cards 103-111.



File the Word Cards behind the Review divider in the Reading Review Box.

Teach a Leap Word: was

Show Word Card 112 to your student.



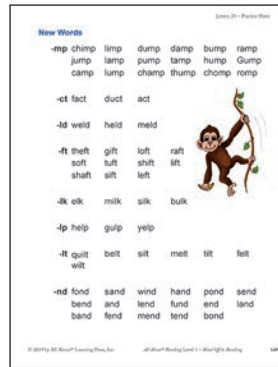
“Most words follow the rules and say the sounds that we expect them to say. But there are a few words that do not. Here is one of those words.”

“This word is *was*, as in *She was a lion tamer*.”

Point to the a. “The a doesn’t say the sound we expect it to.”

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 149-152 in the activity book.

Have your student read from the Practice Sheets.

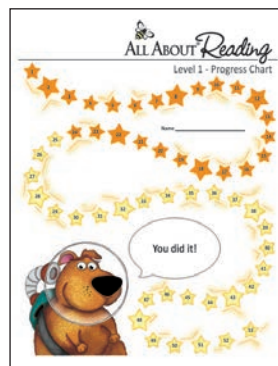
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 24 on the Progress Chart.



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