

Lesson 26 Words with Initial Blends

Objective

This lesson teaches words containing consonant blends at the beginning and the Leap Word *to*.

You Will Need

- ☐ *Blast Off to Reading!* pages 161-174
- ☐ Word Cards 113-122

Before You Begin

Preview Initial Blends

In this lesson, your student will learn to read words with consonant blends at the beginning. For most students, initial blends are slightly more difficult than final blends. Read the following examples and listen for the blends.

step plan swim frog glad



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

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).



Make phonogram review more energetic with the "Jump On It" activity. For instructions, look for this icon in Appendix G.



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.

Blend Sounds with Letter Tiles

Build the word *spot* with letter tiles.



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

Touch the s and say /s/.



Touch the p and say /p/.



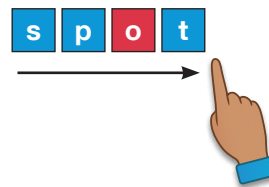
Touch the o and say /ō/.



Touch the t and say /t/.



Now go back to the beginning of the word. Slide your finger under the letters s-p-o-t and say *spot* slowly.



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

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



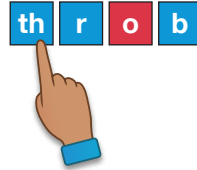
Decode Words Containing Two-Letter Phonograms

Build the word *throb* with letter tiles.

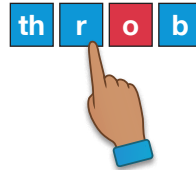


Point to the th tile. “Listen and watch as I sound out a word that has th at the beginning.”

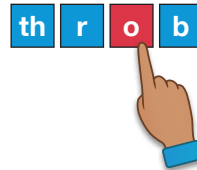
Touch the th and say /th/.



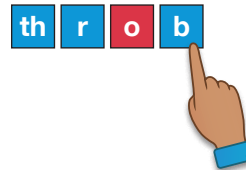
Touch the r and say /r/.



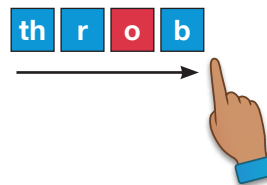
Touch the o and say /ō/.



Touch the b and say /b/.



Now go back to the beginning of the word. Slide your finger under the letters th-r-o-b and say *throb* slowly.



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

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



Complete Activity Sheets

“Let’s flip some words with blends at the beginning.”



Word Flippers for Initial Blends

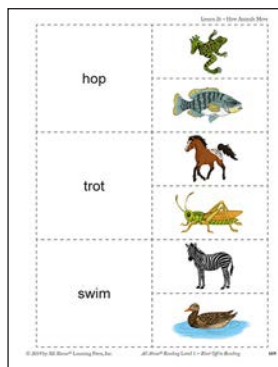
Remove pages 161-167 from the *Blast Off* activity book.

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.

“Now let’s make these animals move!”



How Animals Move

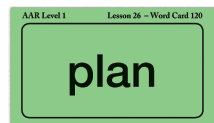
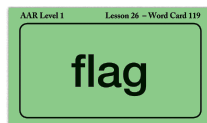
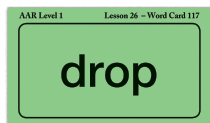
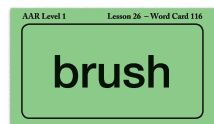
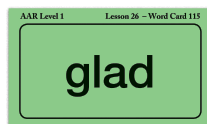
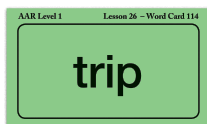
Remove page 169 from the activity book.

Cut out the movement cards and the animal cards. Have your student match the picture of each animal with the movement it makes.

- *hop* (frog, grasshopper)
- *trot* (horse, zebra)
- *swim* (fish, duck)

Practice Reading Words

Have your student practice reading the words on Word Cards 113-121.



New Teaching

(continued)

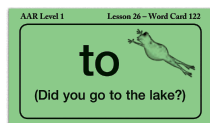
In some regions, *flag* is pronounced with a long a instead of a short a. If your student has difficulty reading the word *flag* due to pronunciation, make it a Leap Word, following the general format for the word *to* in the next section.

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

Teach a Leap Word: *to*

We are treating the word *to* as a Leap Word because it contains the third sound of o, which has not been taught yet.

Show Word Card 122 to your student.



“This word is *to*, as in *Did you go to the lake?*”

Point to the o. “The o 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

If you adapted the teaching of the word *flag* when you taught the Word Cards in this lesson, it is likely that you will need to adapt the words *drag*, *snag*, *stag*, and *brag* on this Practice Sheet as well.



This lesson contains extra Practice Sheets. You may wish to take a few days to cover all of them and to make them more engaging by using games and activities from Appendix F.

New Teaching

(continued)



Turn to pages 171-174 in the activity book.

Have your student read from the Practice Sheets.

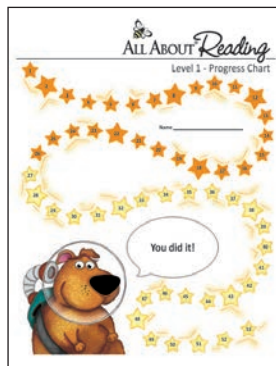
Read-Aloud Time

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 26 on the Progress Chart.



Did you enjoy this activity? Then you'll love **All About® Reading!**

All About Reading is a fun and engaging program that starts with essential pre-reading skills and continues on to teach all five key components of reading. It contains everything your student needs to become a fluent reader for life!

- Multisensory Orton-Gillingham approach
- Lightly scripted “open and go” lesson plans
- Mastery-based with no gaps
- Suitable for all ages and learning styles
- 100% guarantee and lifetime support



To learn more about **All About® Reading**, please visit
www.AllAboutReading.com
or call us at 715-477-1976.