

Lesson 2 Blends at the Beginning and End

Objective

This lesson teaches words containing consonant blends at the beginning and end.

You Will Need

- ☐ *Leap into Reading* pages 21-29
- ☐ Word Cards 1-11

Before You Begin

Preview Blends at the Beginning and End

In Level 1, your student learned words with consonant blends either at the beginning, as in *plan*, or at the end, as in *lump*. A consonant blend consists of two sounds that are said together quickly. For example, the word *stop* has a consonant blend at the beginning. The /s/ and /t/ sounds are said in rapid succession, but each consonant keeps its own sound.

A consonant blend is different from a consonant team (also known as a digraph). In a consonant team, two or more letters work together to make one sound, such as sh and th, while the letters in a blend retain their own individual sounds.



In this lesson, your student will learn words containing blends at both the beginning and end. Read the following examples and listen for the blends.

bland slump grunt trust cramp

Words with consonant blends will be decoded using the same procedure your student used in Level 1. This procedure is described in detail in Appendix C: Blending Procedure.

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).

If your student knows the Phonogram Card without prompting and you feel that the card has been mastered, place the card behind the **Phonograms Mastered** divider. If the card has not yet been mastered, place it back behind the **Phonograms Review** divider.



Previous Concepts

Build the following words with letter tiles. Have your student label the words with the proper syllable tags and then read the words.

Closed Syllable

d r o p

Open Syllable

n o

New Teaching

Play “Change the Word”

Build the word *plan*.

p l a n

“What is this word?” *Plan*.

“I’m going to add a tile to this word.” Add a *t* to form the word *plant*.

p l a n t

“What does this new word say?” Encourage your student to sound out the new word, *plant*.

Build the word *plum*.

p l u m

“Sound out this word.” *Student sounds out the word plum.*

Add a p to form the word *plump*.



“What does this new word say?” *Student sounds out the word plump.*

Continue this activity using several of the words below.

Add a letter tile to the end of the following words.

bran → branch*	scan → scant
bran → brand	slum → slump
clam → clamp	Stan → stand
cram → cramp	stun → stunt
prim → primp	

Add a letter tile to the beginning of the following words.

land → bland	runt → grunt
last → blast	lamp → clamp
lend → blend	lump → clump
limp → blimp	rust → trust
ranch* → branch*	rump → grump
risk → brisk	wept → swept

*Use the ch tile for the words *branch* and *ranch*.

Complete Activity Sheet

“Let’s help these pups find their favorite things.”



It’s a Dog’s Life

Remove pages 21-26 from the *Leap into Reading* activity book.

Cut out the dog cards and the object cards. Place the dog cards in a pile with the words facing down. Spread the object cards on the table with the words facing down.

Your student should select a dog card and then locate the two cards whose objects match the object on the dog card. For example, if your student selects the dog card with the image of a puppy and a bone, he will locate the cards with the image of a bone. He will then turn over all three cards and read the rhyming words.

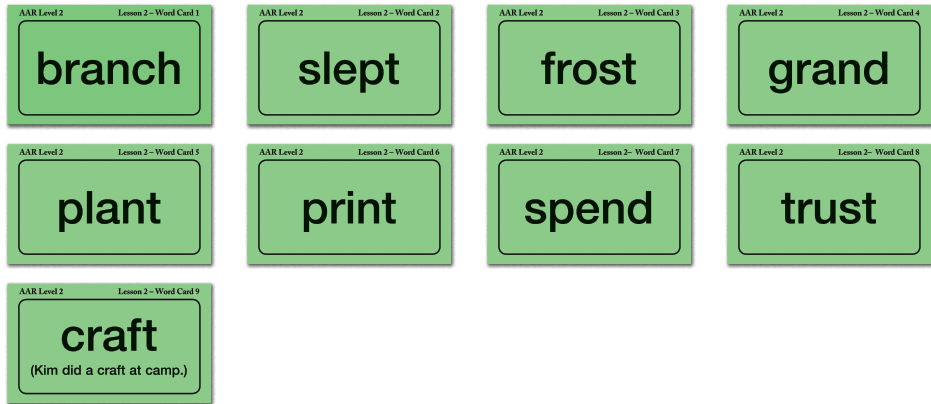
Continue playing until all the dog cards have been matched with the appropriate object cards.

New Teaching

(continued)

Practice Reading Words

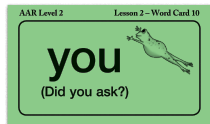
Have your student practice reading the words on Word Cards 1-9.



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

Teach Two Leap Words: *you* and *are*

Show Word Card 10 to your student.

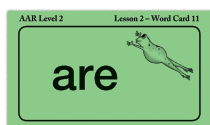


“This word is *you*, as in *Did you ask?* The y says /y/ and the o and u work together to say /oʊ/. You haven’t learned the sounds of ou yet, but this is a common word that you will see often.”

“What is this word?” *You*.

The words *craft/kraft* and *you/ewe* are homophones (two words that sound alike but are spelled differently). A sentence has been added to the Word Cards for *craft* and *you* and all cards containing homophones in future lessons. Your student does not need to read these sentences, but they are there in case you wish to discuss the correct word usage.

Show Word Card 11 to your student.



“This word is *are*, as in *My shoes are brown*. The a and the r work together

New Teaching

(continued)

to say /ar/, and the e isn't pronounced—it's a Silent E. You haven't learned about ar and Silent E yet, but this is a common word that you will see often."

"What is this word?" *Are*.

Review these Leap Words several times today.



File the flashcards behind the **Word Cards Review** divider in your student's Reading Review Box. The cards will be reviewed at the beginning of the next lesson.

Practice Fluency

Review Words			
plum	puff	wish	quick
finch	be	quiz	blank
thrill	himself	she	said
he	bobcats	such	shred
ring	so	them	buzz
class	of	text	swing
eggshell	go	crack	fishes
pets	chopsticks	was	shift
for	fox	codfish	shrank
Phrases			
pink gum	tan handbag		
ten wishes	the last duck		
go west	a bad dog		
glass of milk	box lunch		
his long song	red quilt		
on the shelf	six wet frogs		

Turn to pages 27-29 in the activity book.

Have your student read from the Practice Sheets.

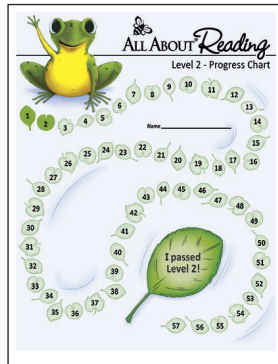
Most of the Practice Sheets contain a section called Challenge Words. Skip this section if you are working with younger students. Use the section with older students who need an additional challenge.

Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Mark the Progress Chart



Have your student mark Lesson 2 on the Progress Chart.



Ohhhh ...

I like these consonant blends.
We can make a lot of fun words with them.
My favorite words with blends are
croak and swamp. What are yours?

You know what else blends well together?
Mosquitoes and dragonflies. Mmmm ... time to
whip up a nice batch of bug stew! I'll bring you
some for the next lesson.
Don't forget your spoon!



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