

Blending Buddies

Purpose

Students will practice pronouncing blends and vowel sounds, demonstrating an awareness of beginning, middle, and ending sounds in words.

Materials

For the teacher: tag board, markers of various colors

Activity

A. Pre-Activity Preparation

1. Make word cards using words with initial and final consonant blends. Cut each word card in half with the blend on one half of the card and the rest of the word on the other half (e.g., *bl / ack* – “bl” on one half and “ack” on the other half). Draw from the following list of initial and final consonant blends:

Initial Consonant Blends – 2 letters: *bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw*

3 letters: *scr, shr, spl, spr, squ, str, thr*

Final Consonant Blends – 2 letters: *ct, ft, ld, lf, lk, lm, lp, lt, mp, nd, nk, nt, pt, rb, rk, rl, rm, rn, rp*

3 letters including silent *e*: *nce, rge, rse*

2. Make multiple sets of these cards (50 cards for each group of 2-4 students) and color code each set for easy sorting and reuse.
3. Divide the word cards into stacks of blends and stacks of the remaining word parts and thoroughly mix each stack of cards.

B. Pre-Activity Discussion

Review the definition of *blends* with students, and demonstrate how to pronounce them in words.

(continued)

EXTENDING THE ACTIVITY



Give students a list of blends and have them come up with the words to be placed on the word cards, using dictionaries if desired. Have students exchange their word cards with other groups.

MEETING INDIVIDUAL NEEDS



Students who speak English as a second language might have trouble pronouncing blends. Start with easier words and allow the students to pronounce and distinguish beginning and ending sounds.

Standards Links
2.1.2, 2.1.3

Activity (continued)

C. Activity

1. Divide the class into groups of 2-4 students.
2. Give each group a complete set of word cards (one group of blends and one group of word parts) divided into two stacks.
3. Instruct students to turn one card over from each stack. Tell students that if the two parts together make a word, the student reads the word aloud and gets to keep it. If the parts do not make a word, the cards go to the bottom of the piles.
4. Have the students shuffle each stack periodically as they play.

D. Close the Activity

After students have had a chance to play the game, discuss with them what blends they found on their word cards, reinforcing their pronunciation.

Questions for Review

Basic Concepts and Processes

While students are playing the game, observe and ask individual students to demonstrate their ability to pronounce the words with initial and final consonant blends. Discuss the following with students:



What are blends?



Can you give examples of words with blends in them?



How do you know how to pronounce words with blends?



How can you tell if the blend is at the beginning or the end of a word?
