

MAXSCHOLAR

TAKING READING TO THE MAX!

www.maxscholar.com

Phonemic Awareness Blends

ISBN Number: 978-1-944717-24-7

MAXSCHOLAR

© 2016 MaxScholar LLC

All rights reserved. No part of this publication may be reproduced in whole or in part, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without written permission from the publisher.

Printed in the United States of America.

Phonemic Awareness Blends

Welcome to this workbook, designed to provide more drill and practice with blends. Mastering all the concepts in the workbook will improve the student's foundation in reading.

The workbook is designed for use in one-on-one or small groups working with a teacher, although the program can easily be used by any instructor, whether that person is a teacher, a tutor, a paraprofessional, a volunteer, or a parent.

Please follow these steps:

1. Use the accompanying set of cards (See appendix, p. 174) for all new sounds that are introduced. For each new blend, you will begin with a visual drill. Hold up the correct card. Have the student(s) say aloud the names of the letters. Then turn the card around and have him/her say the name of the picture. Turn the card back to the front and have him say the sound each letter makes to form the blend.
2. The student(s) should next practice writing the letters for the blends.
3. To develop phonological awareness, follow the instructions on each page to manipulate the sounds in different words. You will need a set of colored crayons and index cards on which you will write the letters.
4. The students(s) will then practice decoding real and nonsense words. First, have the student(s) sound out each word. When he/she has mastered this task, have him/her read the words without sounding out the parts. Finally, time the student for one minute and count the number of words he/she is able to read in the minute. Record the score on the Fluency Chart.
5. Dictate words and then sentences for the student(s) to write, where indicated. Make sure the student touch-spells each word with his/her fingers (excluding sight words) until he/she develops fluency.
6. At the end of each section, you will review the new blends, as well as all other sounds learned that far. Be sure to include all new and old sounds in the sound, work, and sentence dictation.
7. Always end each lesson with a controlled reader containing a passage with the new sounds learned.

Table of Contents

	page	
Section 1	2	st, sk, sp, sn
st	3	
sk	13	
sp	22	
sn	31	
Review (Section 1)	40	
Section 2	46	sm, sc, sw, gr
sm	47	
sc	56	
sw	65	
gr	74	
Review (Section 2)	83	
Section 3	90	cl, pl, fl, gl
cl	91	
pl	100	
fl	109	
gl	118	
Review (Section 3)	127	
Section 4	133	str, spr, spl
str	134	
spr	143	
spl	152	
Review (Section 4)	161	
Review (Sections 1-4)	167	
Appendix (flash cards)	174	

Section 1

In this section you will learn the following set of blends. A **consonant blend** is when two or more consonants are blended together, but each sound may be heard in the blend.

st

sk

sp

sn

“Find the card with the letters **st** on the front and a picture of a **stop sign** on the back.”



1. “Look at the front of the card. Read the names of the letters aloud.
2. “Turn the card around and say the words, “stop sign.”
3. “Turn the card back to the front side and say the sounds /s/ and /t/.
4. “Blend the sounds to say /st/.
5. “Draw the letters **s** and **t** in the air.
6. “Draw the letters **s** and **t** in a tray or paper plate filled with salt.”

“Write the letters that make the sounds /s/ and /t/ that form the **st** blend in the spaces below. Say the sounds aloud as you write them.”

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Phonemic Segmentation Drill

In this drill the student will learn to develop awareness of specific sounds within a word. Start with 5 (five) crayons of different colors. Line them up facing the student(s). Start with 4 (four) crayons lined up vertically next to each other. The fifth crayon should be kept in front of the four crayons.

“Each crayon will represent a different sound you hear within a word. Use a different colored crayon for each sound you hear. Blend the sounds to form a word. After the first word, you will be asked to trade the sound that is being changed using the 5th crayon. Some of the words will be non-words.”

stop use 4 crayons, one for each sound
change stop to step
change step to steg
change steg to stug
change stug to stud

lust use 4 crayons, one for each sound
change lust to must
change must to dust
change dust to rust
change rust to rost



Phonemic Awareness Drill

Find the index cards with the letters on the front or make your own using the ones in the appendix.

Arrange the letters into two rows: a to m on the top row
 n to z on the bottom row

“I will read to you a word or a non-word. Find the letters that make the sounds you hear in each word. Put them in the order that you hear them. Remember, each blend consists of two sounds, so you will need the two cards that make up the sound in the blend.”

cast
stig
stun
last
must
stom
stip
past
stub
rust

Fluency Drill

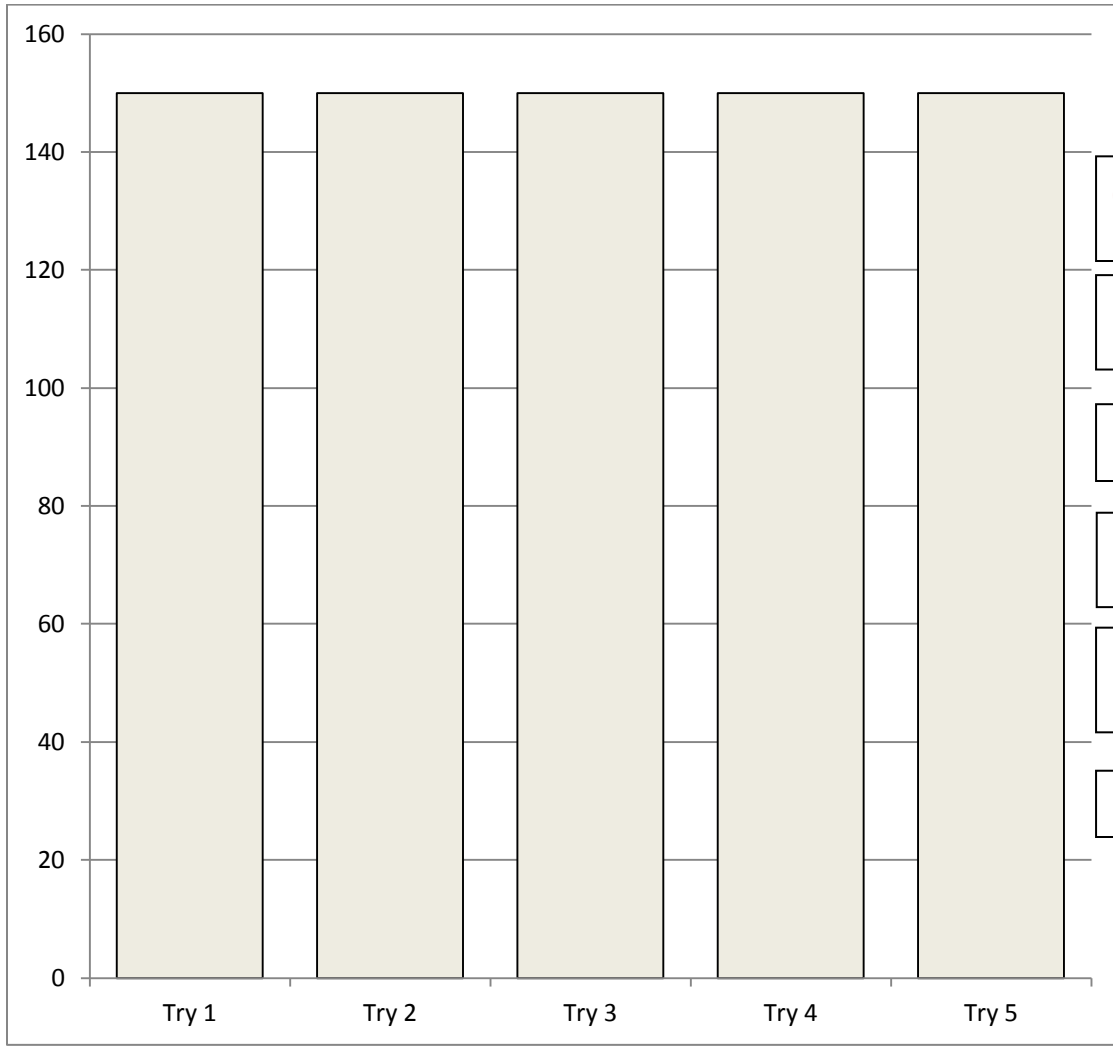
“Read the following words and non-words, starting on the left, then going to the right, then going to the next line. Begin by saying each sound and blending the sounds together to form the word. After you have practiced each word three times, I will time you for 1 minute to see how many words you can read correctly. When you finish all the words, start over and keep reading until I tell you to stop.”

stem	step
list	dust
stug	bast
stig	stun
past	rust
steb	dest
fast	stip
stop	hust
stam	lost

“Now chart the result of this word per minute timing on the next page. You will be asked to read this list 4 more times.”

WORD PER MINUTE TIMING

Words per Minute



WOW!

GREAT!

REALLY GOOD!

BETTER!

**MAKING
PROGRESS!**

JUST BEGINNING!

Date:

Date:

Date:

Date:

Date:

Try 1		Try 2		Try 3		Try 4		Try 5	
Words Read		Words Read		Words Read		Words Read		Words Read	
Errors		Errors		Errors		Errors		Errors	
Total		Total		Total		Total		Total	
Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong		Words Read Wrong	

“I will now dictate to you words that contain **st** blends. After I read the word, you say the word aloud, carefully sounding out each sound that you hear. Then write the word on the line.”

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Read the following sentences.

Circle these sight words as you read each sentence:

I, to, the, me, too, so, are, we, do, say, be, not, will

1. Stan wants to run up the steps.
2. Jen wants to stop so she can rest.
3. The stack on the step is big.
4. The last man will stop.
5. Do not run too fast.
6. We will not get lost.
7. My legs are stiff.
8. I will not run too fast.
9. I say we start to run up the steps.
10. I do not want to be last.

Dictate some of the sentences from the previous page to the student(s). There are words which contain the **st** blend. Write each sentence in the line below.

1. _____

2. _____

3. _____

4. _____

5. _____

www.maxscholar.com

