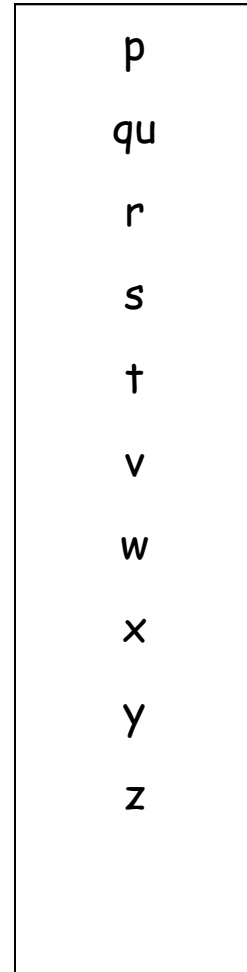
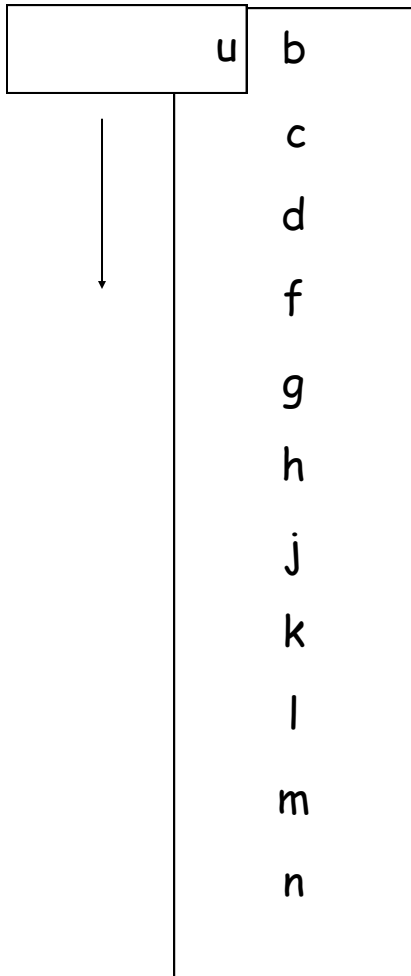
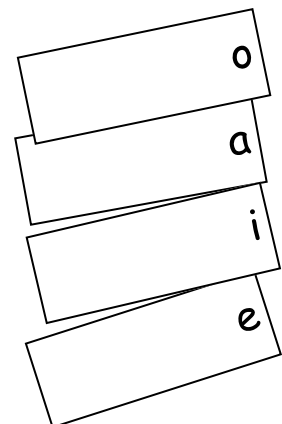


Sound Blending Exercises - Short Vowel Chunks

Step 1 - Students pronounce vowel-consonant combinations.
Students learn to connect a final consonant sound to a short vowel.



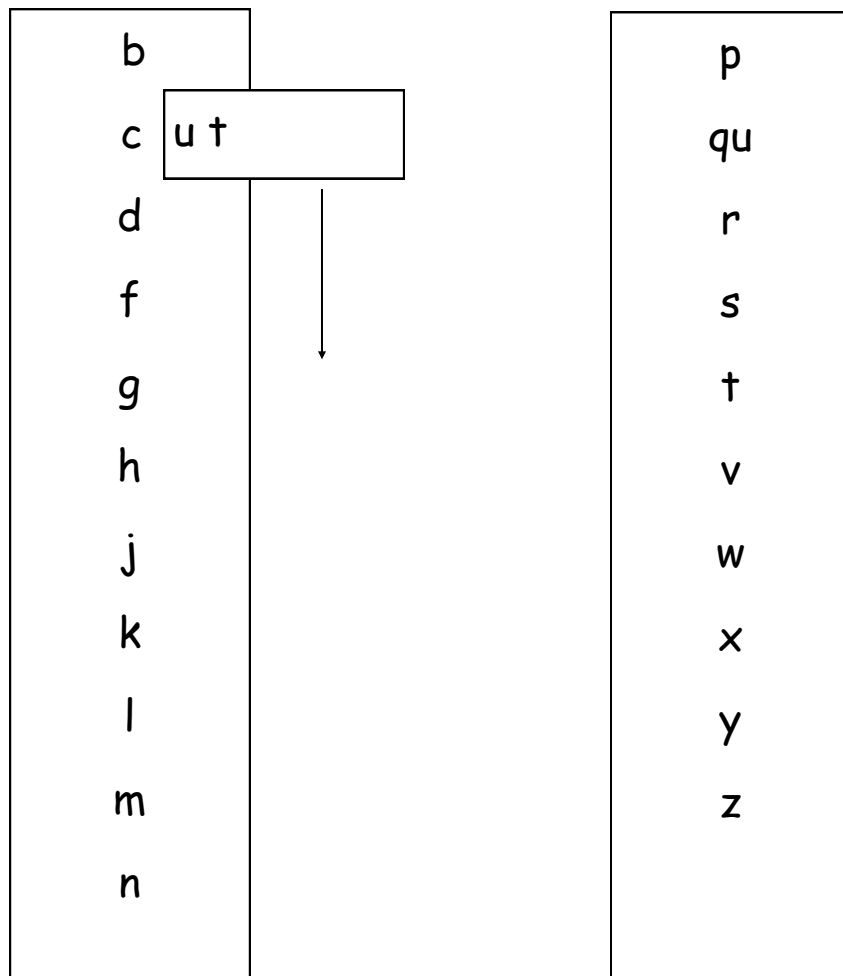
Teacher Preparation - Set up the consonant columns as shown above, displayed on an easel, chart stand, or chalkboard. Cover any consonants that have not been taught with small sticky notes. Cut apart the short vowel cards. These vowels are printed in light colors to show they have the short vowel sound. Slide a vowel card down the left side of the columns of letters. Because the vowel is followed by a consonant, it will represent its short vowel sound. Model how to how to pronounce the short vowel sound followed by the consonant sound, sliding the sounds together smoothly. Have students repeat each letter combination aloud. Explain that these are "silly sounds" because they don't mean anything, but learning how to pronounce them will help them get ready to read real words. Practice frequently until students have mastered this skill.



Sound Blending Exercises - Short Vowel Words

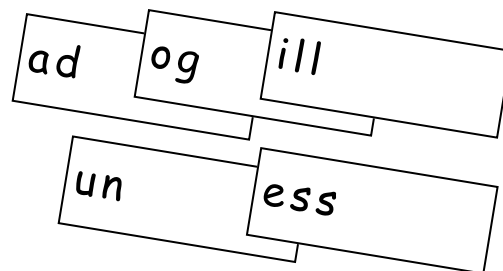
Step 2 - Students read short vowel words.

Students read rhyming short vowel words, and in doing so learn to connect beginning consonants to closed ending syllables.



Cut apart the closed syllable cards. Work on one set of short vowels at a time. First show a closed syllable card and have students pronounce the letters on the card, putting the sounds together smoothly. Remind students that the vowel represents its short sound because it is followed by a consonant. Then slide the card down the right side of the consonant columns. Stop at any beginning consonant that will form a real word. Have students read the word, sliding the sounds together smoothly. Model and have students repeat as needed. Practice regularly until students can read the words unassisted.

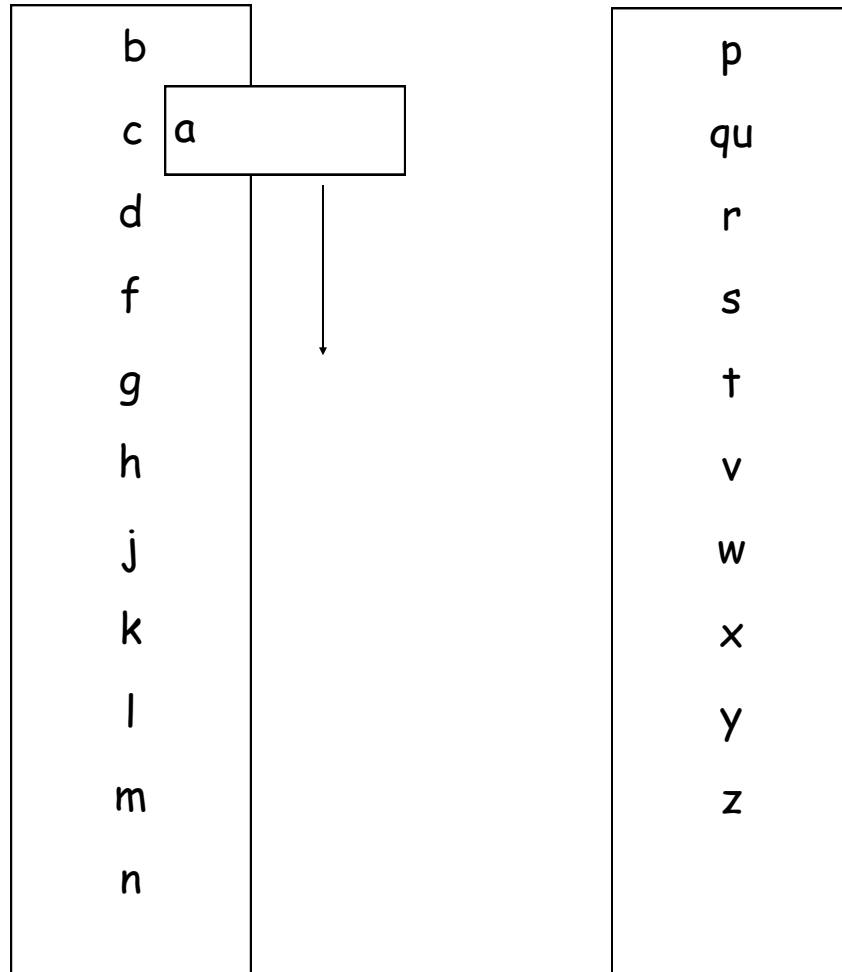
Challenge Level: Slide the cards down the right side of the consonant blend or beginning consonant pattern columns.



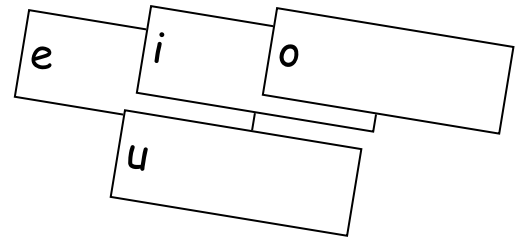
Sound Blending Exercises - Open Syllables

Step 3 - Students pronounce consonant-vowel combinations.

A vowel at the end of a syllable usually represents its long vowel sound. Students practice reading syllables that end with a single vowel which represents the long vowel sound. This prepares them to read multi-syllable words with open syllables.



Cut apart the long vowel cards (open syllable cards). These vowels are printed in dark colors to show they represent the long vowel sound. Work on one vowel at a time. Tell students that a single vowel at the end of a syllable usually represents its long sound. Then slide the long vowel card down the right side of the consonant columns. Have students read the letter combinations, sliding the sounds together smoothly. Model and have students repeat as needed. Practice regularly until students can read the chunks unassisted.

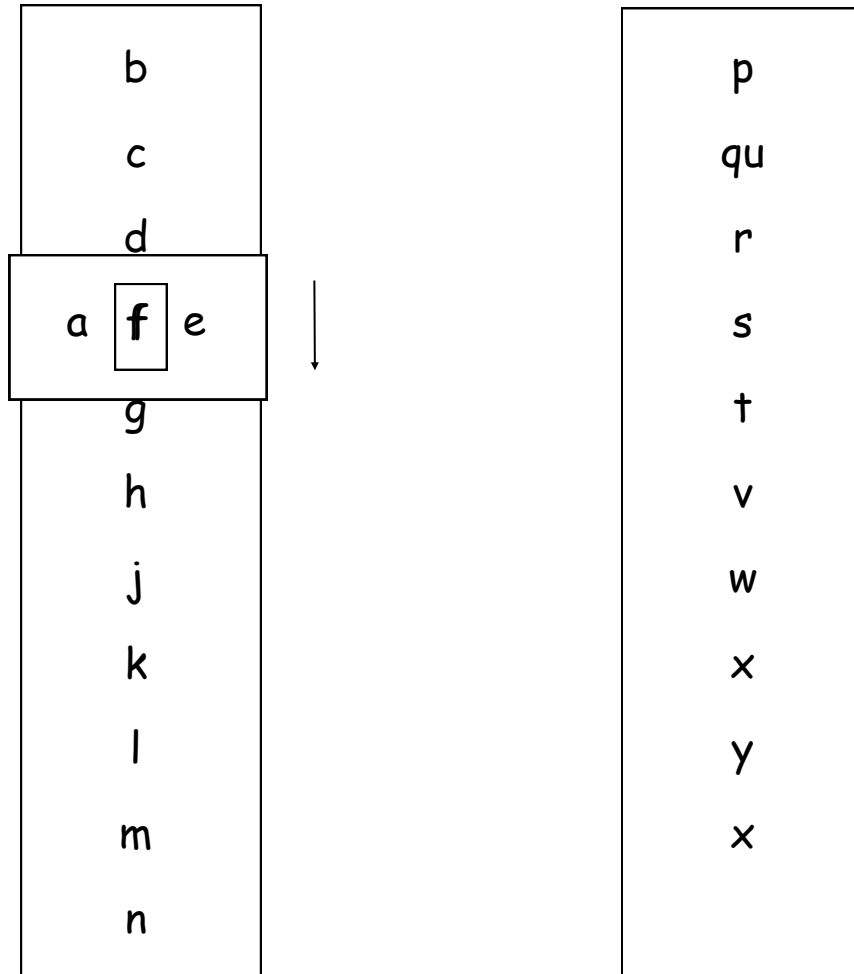


Challenge Level: 1) Slide the cards down the right side of the consonant blend or beginning consonant pattern columns. 2) Alternate closed syllable cards with a selected short vowel sound with the open syllable card for the same vowel, which shows the long vowel sound. Go down the right side of the consonant columns for both types of cards.

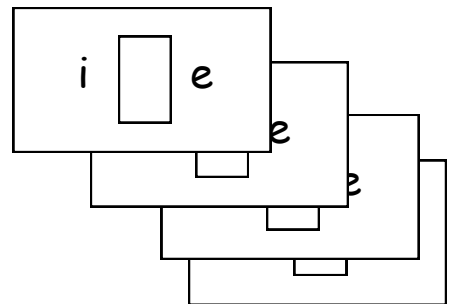
Sound Blending Exercises - VCE Chunks

Step 4 - Students pronounce VCE chunks.

Students practice reading VCE patterns with various consonants in the middle position. This will prepare them to read words with the VCE pattern.



Cut apart the VCE cards. Cut the rectangles out of the cards. Work on one VCE pattern at a time. First show the card and have students give the long vowel sound. Remind students that the first vowel represents its long sound when the letter e is at the end. The ending e is not pronounced. Slide the card down the consonant columns, so that the consonants appear in the cut out area. Students pronounce each letter combination, sliding the long vowel and consonant sounds together smoothly. Model and have students repeat as needed. Practice regularly until students can read the chunks unassisted.



Sound Blending Exercises - VCE Words

Step 5 - Read VCE Words

Students practice reading words by adding beginning consonant sounds to VCE ending chunks.

The diagram shows two vertical columns of consonants. The left column contains the letters: b, c, d, f, g, h, j, k, l, m, n. The right column contains: p, qu, r, s, t, v, w, x, y, x. A rectangular box containing the letters 'a k e' is positioned over the 'c' in the left column. A downward-pointing arrow is located to the right of the 'a k e' box, pointing towards the 'd' in the left column.

Cut apart the VCE syllable cards. Work with one VCE card at a time. First show the card and have students pronounce the vowel-consonant-e combination. Remind students that the first vowel represents its long sound when the letter e is at the end. The ending e is not pronounced. Slide the card down the right side of the consonant columns, stopping at any beginning consonant that forms a word. Students pronounce each word, sliding the sounds together smoothly. Model and have students repeat as needed. Practice regularly until students can read the words unassisted. Challenge Level: Slide the cards down the right side of the consonant blend or beginning consonant digraph columns.

Three overlapping rectangular cards are shown, each containing a VCE syllable. The top card contains 'i n e', the middle card contains 'o p e', and the bottom card contains 'u t e'. The cards are arranged in a descending staircase pattern from top-left to bottom-right.

b

c

d

f

g

h

j

k

l

m

n

p

t

y

qu

v

z

r

w

s

x

Consonant Columns

Cut along the lines to make consonant strips. Tape the strips together in two vertical columns. Display the strips on an easel or chalkboard. Slide a short vowel, long vowel, closed syllable or V_E card down the columns. Students pronounce the letter combinations, putting the sounds together smoothly.

sh

kn

th

wr

ch

gh

wh

ph

Beginning
Consonant Pattern
Column

Cut along the lines to make consonant strips. Tape the strips together to form one vertical column. Display the strip on an easel or chalkboard. Slide a closed syllable card or an open syllable vowel card down the right side of the columns. Students pronounce the letter combinations, putting the sounds together smoothly.

sc

sp

tw

sk

st

dw

sm

sq

sn

sw

Beginning S Blends
Column

Cut along the lines to make consonant strips. Tape the strips together to form one vertical column. Display the strip on an easel or chalkboard. Slide a closed syllable card or an open syllable card down the right side of the columns. Students pronounce the letter combinations, putting the sounds together smoothly.

b l

c l

f l

g l

p l

s l

s p l

Beginning
L Blends Column

Cut along the lines to make consonant strips. Tape the strips together to form one vertical column. Display the strip on an easel or chalkboard. Slide a closed syllable card or an open syllable vowel card down the right side of the columns. Students pronounce the letter combinations, putting the sounds together smoothly.

br

cr

dr

fr

gr

pr

tr

scr

spr

str

Beginning
R Blends Column

Cut along the lines to make consonant strips. Tape the strips together to form one vertical column. Display the strip on an easel or chalkboard. Slide a closed syllable card or an open syllable vowel card down the right side of the columns. Students pronounce the letter combinations, putting the sounds together smoothly.

a

u

e

y

i

y

o

Long Vowel Cards
(Open Syllables)

Slide these cards down
the right side of the
consonants.

a

u

e

y

i

o

Short Vowel Cards

Slide these cards down
the left side of the
consonants.

a b

a g

a ck

a dge

a d

a l

a ff

a m

a n

a ve

a p

a x

a s s

a z z

a t

Closed Syllable Cards

Move a card down the right side of the consonant columns. Stop at each beginning consonant that will form a word. Students pronounce the beginning consonant and the ending chunk, sliding the sounds together smoothly.

e b

e g

e ck

e dge

e d

e ll

e ff

e m

e n

e x

e p

e z

e s s

i b

e t

i c k

i d

i ll

i ff

i m

i g

i n

i dge

i p

i ss

i zz

i t

o b

i ve

o ck

i x

o d

o f f

o m

o g

o n

o d g e

o p

o l l

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u d

o x

u ff

u b

u g

u ck

u dge

u ll

u ss

u m

u t

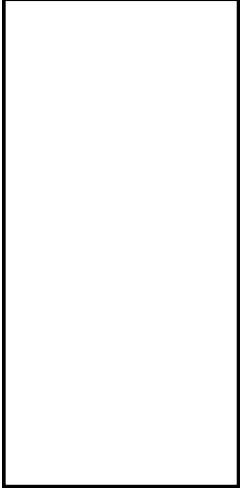
u n

u x

u p

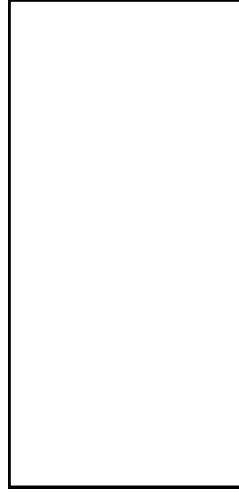
u z z

a



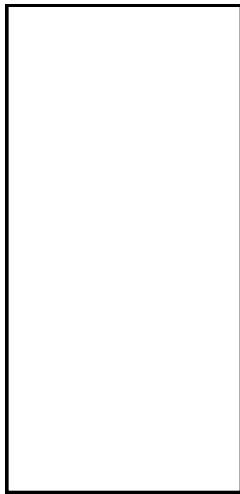
e

e



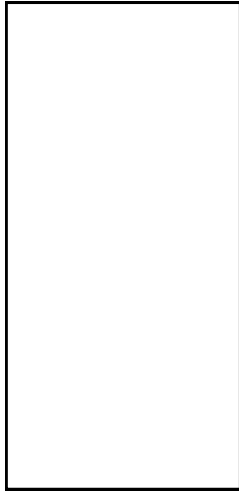
e

o

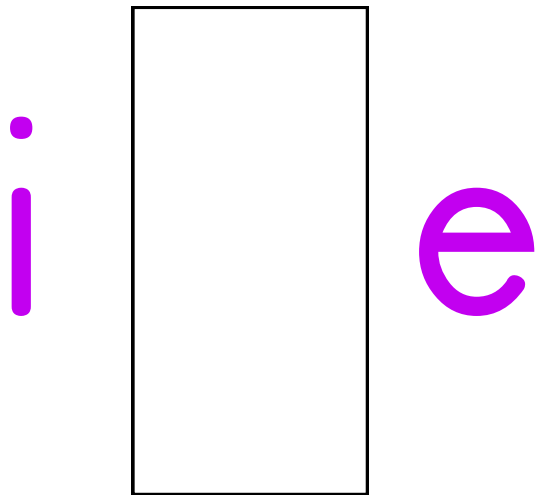


e

u

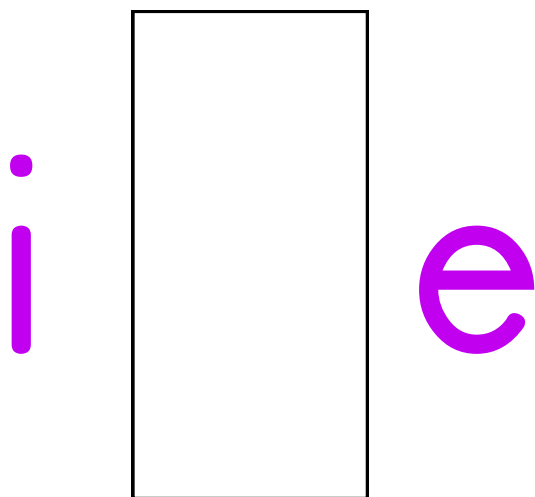


e



VCE Cards

Cut out the center rectangle. Slide the card down the consonant columns. Students pronounce the long vowel sound followed by the consonant sound. The two vowels work together to show the first vowel's long sound, even though the vowels are separated by a consonant.



VCE Cards

Cut out the center rectangle. Slide the card down the consonant columns. Students pronounce the long vowel sound followed by the consonant sound. The two vowels work together to show the first vowel's long sound, even though the vowels are separated by a consonant.

a b e

a g^j e

a c^s e

a k e

a d e

a l e

a f e

a m e

a n e

a t e

a p e

a v e

a r e

a z e

a s e

VCE Syllable Cards

Move a card down the right side of the consonant columns. Stop at each beginning consonant that will form a word. Remind students that these two-vowel patterns represent the first vowel's long sound. The vowels work together even though they are separated by a consonant. Students pronounce the beginning consonant and the ending chunk, sliding the sounds together smoothly to form the word. Model and have students repeat as needed. Work until students can pronounce the words without help.

e t e

e v e

e r e

z
e s e

e m e

e b e

e d e

VCE Syllable Cards

Move a card down the right side of the consonant columns. Stop at each beginning consonant that will form a word. Remind students that these VCE patterns represent the first vowel's long sound. The vowels work together even though they are separated by a consonant. Students pronounce the beginning consonant and the ending chunk, sliding the sounds together smoothly to form the word. Model and have students repeat as needed. Work until students can pronounce the words without help. Possible words are: mete, Pete, here, mere, sere, Swede, eve, Steve, theme, these, eke, Zeke, grebe.

ib e

ise

ice

ike

ide

ile

ife

ime

in e

it e

ip e

iv e

ir e

iz e

^z
is e

ob e

o d e

o m e

z
o s e

o n e

o k e

o p e

o l e

o r e

o t e

u b e

o v e

u c^s e

o z e

u d e

u z e

u g^j e

u k e

u p e

u l e

u r e

u m e

u s^z e

u n e

u t e