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Introduce Initial Consonant Blends *br*, *dr*, *tr*

Tell students that they are going to learn three more blends. Ask a student to explain what a consonant blend is. Write *br*, *dr*, and *tr* on the board.

- Point to each blend as you say the individual sounds and then blend the two sounds together. Say:

/b/.../r/.../br/ as in *brick*

/d/.../r/.../dr/ as in *drive*

/t/.../r/.../tr/ as in *treat*

- Have students repeat the blends above with you.

Explore Initial Consonant Blends *br*, *dr*, *tr*

- Model how to segment the initial blends *br*, *dr*, and *tr* from the rest of the sounds in a word: *brick* /br/...ick. Then say these one-syllable words that begin with /br/, /dr/, or /tr/. Have students repeat them, segmenting the blends.

brave /br/...ave trap /tr/...ap

drip /dr/...ip break /br/...eak

trip /tr/...ip drive /dr/...ive

- Write the blends *br*, *dr*, and *tr* on the board. Tell students you will give them a word and a blend. They must give you a word that begins with that blend and rhymes with the word you say. For example, point to *br*, and ask for a word that rhymes with *band* [*band*].


br: beef/brief bake/brake bag/brag

dr: dew/drew dip/drip down/drown

tr: tip/trip tick/trick tail/trail










Complete Page 24

Say: Brush. The word *brush* starts with the /br/ sound. The blend *br* makes the /br/ sound in *brush*. Dress. The word *dress* starts with the /dr/ sound. The blend *dr* makes the /dr/ sound in *dress*. Trash. The word *trash* starts with the



brush dress trash

Say the name of each picture. Circle br if the picture name starts like brush. Circle dr if the picture name starts like dress. Circle tr if the picture name starts like trash.

 bracelet (br) dr tr	 drum br (dr) tr	 draw br (dr) tr
 triangle br dr (tr)	 brown (br) dr tr	 broom (br) dr tr
 tree br dr (tr)	 drink br (dr) tr	 train br dr (tr)

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/tr/ sound. The blend *tr* makes the /tr/ sound in *trash*.

Have students say the words and finger-trace the blends in each word: *br* in *brush*, *dr* in *dress*, and *tr* in *trash*.

Say: Say the name of each picture. Circle *br* if the picture name starts like *brush*. Circle *dr* if the picture name starts like *dress*. Circle *tr* if the picture name starts like *trash*.

Help students identify the pictures, if necessary. Then have them complete the page independently.

Enrich the Lesson

Have students create *br*, *dr*, and *tr* pages for their personal Picture/Word Books.

Read the *On Our Way to Reading* reader *Greg's Frog*. Point out other *r*-blend words in the book.

Practice Consonant Blends *sp, st, sw*

Use these silly sentences to introduce the lesson.

The speedy spider spilled his spaghetti.

Stu stepped onto the steep stairs.

The sweet swan swam swiftly.

- Read each sentence slowly to the students, and ask them to tell you what blend they hear most often.
- Read the sentences one at a time, and have students count on their fingers how many times they hear each blend.

Explore Consonant Blends *sp, st, sw*

- Tell students that you will say a word. They should say the consonant blend at the beginning of the word and then say the letters that make up that consonant blend. Use these words and others.

/sp/: spark, space, speak, special, speech, spend, spin

/st/: stick, story, stone, stuff, stay, state, still

/sw/: swallow, sweet, swing, swish, sweater

- Say sets of three words—two that begin with the same blend and one that doesn't. Ask students to listen and repeat the two words that begin with the same blend.

spend/spot/swim

sport/story/sticky

sweet/stove/swell

stand/spin/speak

swan/star/store

sweep/speak/swing

Complete Page 27

Review the key words *spool, star, and sweater*.

Say: Say the name of each picture. Write *sp* if the picture name starts like *spool*. Write *st* if the picture name starts like *star*. Write *sw* if the picture name starts like *sweater*.

Say the name of each picture. Write *sp* if the picture name starts like *spool*. Write *st* if the picture name starts like *star*. Write *sw* if the picture name starts like *sweater*.

switch  <i>sw</i>	starfish  <i>st</i>	stump  <i>st</i>
sponge  <i>sp</i>	stamp  <i>st</i>	space  <i>sp</i>
swan  <i>sw</i>	 swing <i>sw</i>	spill  <i>sp</i>

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Help the students identify the pictures on the page. Then have them complete the page independently.

Enrich the Lesson

Write *sp, st, and sw* on separate index cards. Then use the reproducible cards at the back of this teacher's edition, or make picture cards for words that begin with these blends. Have students match the pictures with the correct blend. Add these cards to the sets from student book pages 23 and 25, and have students practice all the blends.

Support Students

Give a student index cards showing *sp, st, and sw*. Then show the student the following K–3 Vocabulary Picture Cards one at a time in random order: *spoon, spider, stop, swing, and swim*. Have the student identify the initial blend for each word.

Introduce Initial Consonant Digraph *th* /th/

Hold up your thumb, and ask students to do the same. Say *thumb*, and have students repeat the word. Tell students that *thumb* begins with the letters *t* and *h*. Ask students what sounds these two letters make: *t* /t/ and *h* /h/. Then tell students that when *t* and *h* are next to each other, they work together to make a new sound /th/.

Note that there are three different ways to pronounce the *th* digraph. This workbook addresses voiceless, or unvoiced, *th* words only. Function words, such as *they*, *this*, and *these*, generally have the voiced *th* sound. Exceptions to both rules exist. Guide your students in recognizing and feeling the difference when they say these words. Additionally, words such as *Thai* pronounce *th* as /t/. While this pronunciation is relatively uncommon, students may encounter it and question it. The *th* digraph is one of the most difficult for ELs to pronounce. Take time to show students the different ways the tongue is positioned in order to correctly pronounce *th*.

Explore Initial Consonant Digraph *th* /th/

- Tell students that you will read some words. If the word starts with /th/, they should put their thumbs up. If it does not, they should put their thumbs down. Use these words and others.

thick	turtle	thermometer	tree
tire	throw	thing	thin
table	thorn	third	thirsty

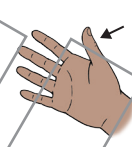
- Have students listen as you say sets of three words and repeat the word that begins with /th/ like *thumb*. Use these words and others.

one/two/three	needle/thread/sew
thief/chief/shell	arm/knee/thigh
third/second/first	storm/thunder/lightning

Complete Page 30


Say: Thumb. The word *thumb* starts with


thumb





Say the name of each picture.
Circle each picture whose name begins like thumb.


30
thirty



tiger



shovel


thorn


throne



tree


thermometer


watch

13
thirteen

Trace the letters th.

thumb
 

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the /th/ sound. The letters *t* and *h* work together to make the /th/ sound in *thumb*.

Have students finger-trace the letters *th* in the word *thumb*.

Say: Say the name of each picture. Circle each picture whose name begins like *thumb*.

Help students identify the pictures on the page. Direct students to the bottom of the page.

Say: Trace the letters *th*.

Have students complete the page independently.

Enrich the Lesson

Have students create a *th* page for their personal Picture/Word Books.

Practice Deleting Phonemes

Introduce the lesson by telling your name without either the initial or final sound. Ask students what sound is missing from your name. Then have volunteers introduce themselves by giving their names without the initial or final sounds. Be sure to tell students which sound to delete.

Explore Deleting Phonemes

- Tell students that you are going to give them word pairs. Ask them to tell you the sound that was deleted to make the second word. Use these word pairs and others.

hide/high [/d/]	clip/lip [/k/]
line/lie [/n/]	track/rack [/t/]
boat/oat [/b/]	need/knee [/d/]
stale/tale [/s/]	peep/pea [/p/]
team/tea [/m/]	fear/ear [/f/]

Complete Page 50


Say: Say the picture name. Take away the sound to make a new word. Write the new word.

Review segmenting final and initial consonant sounds, if necessary. Point out that the page tells the students which sound to delete but it does not tell them if it is the initial or the final sound.

Say: Look at the first item. The picture shows a van. The /v/ sound is the first sound in the word *van*. Take away the /v/ sound, and listen to the new word: *an*.


Identify the pictures with the students, if necessary. Complete the page as a class. Guide students in spelling the new words, or allow phonetic spelling.

Say the picture name. Take away the sound to make a new word. Write the new word.




van
- /v/

an




rain
- /n/

ray




plant
- /t/

plan




dart
- /d/

art



wink
- /k/

win



ball
- /b/

all

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Enrich the Lesson

Play a type of Simon Says game with phoneme deletion. Tell students, "Simon says, 'Say *boat* without the /b/ sound.'" Then have students say the correct word. You may choose to have students who say the incorrect word sit down, or you may allow everyone to remain standing throughout. Alternatively, you may have "Simon" tell a specific student to say the word.