



SPLENDID  
**BLENDS**





# Common Core Curriculum



## Phonological Awareness

RF.K.2c – Blend and segment onsets and rimes of single-syllable spoken words

RF.K.2e – Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

RF.1.2b – Orally produce single-syllable words by blending sounds (phonemes), including consonant blends

RF.1.2c – Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words

RF.1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

## Phonics and Word Recognition

RF.K.3 – Know and apply grade-level phonics and word analysis skills in decoding words

RF.K.3b – Associate the short sounds with the common spellings (graphemes) for the five major vowels

RF.1.3a – Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)

RF.1.3b – Decode regularly spelled one-syllable words

RF.1.3g – Recognize and read grade-appropriate irregularly spelled words

RF.1.4c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## Conventions of Standard English

L.1.4a – Use sentence-level context as a clue to the meaning of a word or phrase

L.K.2c – Write a letter or letters for most consonant and short-vowel sounds (phonemes)

L.K.2d – Spell simple words phonetically, drawing on knowledge of sound-letter relationships





# Ontario Curriculum



## Reading Familiar Words

Automatically read and understand some high-frequency words and words of personal interest or significance in a variety of reading contexts

## Reading Unfamiliar Words

Predict the meaning of and solve unfamiliar words using different types of cues

## Spelling Unfamiliar Words

Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

## Vocabulary

Confirm spelling and word meanings or word choice using a few different types of resources





# Contents and How to Use Them



## Memory Match (word/image)

This activity allows students to practice decoding words with blends. Students match decoded words with the corresponding pictures. Print and cut out sets of word and picture cards for individual students or small groups. Students will use these cards to play a memory match game either by themselves or with a partner.

## Word Scrambler

This activity allows students to practice discriminating individual sounds in words containing blends and ordering the sounds to spell the words. Students will unscramble the letters to spell the word correctly. Then, in the box below, students will draw a picture of the word they just spelled.

## Fill-In Fun

This activity allows students to practice reading and writing words containing beginning blends. Students will use context clues from sentences containing decodable words and Dolch words to determine which word fits into each sentence.

## Dominoes

This is a sound identification activity, in which students must identify which blend each image contains and match it with the correct blend. This activity can be played in partners or groups of three or four. Print blend dominoes on cardstock for durability and cut them out. The dominos should be split evenly between the players. On the first turn, either student places any one of their dominos. Students then take turns matching an image to a blend, or a blend to an image so that the sides or ends of the dominos are touching. The game continues until students run out of dominos or cannot make any more matches.

## Four-In-A-Row

This two player game allows students to practice identifying words containing a particular blend. For this game, players need a print out of the game board, two sets of different colored place holder objects (e.g., red and blue beads, blocks, etc.) and one die. The object is for one player to mark 4 spaces in a row, diagonally, vertically, or horizontally. Students take turns rolling the die. Each number on the die represents a different action or blend. If players roll a blend number (2, 3, or 5), they find an image containing that blend and mark it with one of their tokens: 2 = L-Blend, 3 = R-Blend, 5 = S-Blend. Players miss a turn if they roll a 1. Players roll again if they roll a 4. Players can remove an opponent's piece from any square if they roll a 6.

## Swap the Blend

This activity promotes sound discrimination and manipulation. Students play in partners as they make real or nonsense words by swapping the blend in a CCVC word. On each turn, the player first reads the real word and then places the blend card over the blend n that word. Next, the player reads the new word to see if it is a real word or a nonsense word. If a real word is made, it's written in the 'Real Word' column on the scorecard. If it is not a real word, it is written in the 'Nonsense Word' column. The first player to fill up one of the columns wins the game.





## I have . . . Who has?

Each student in the class gets a card, and each card says “I have \_\_\_\_, who has \_\_\_\_?” Each of the cards lists a blend word, followed by a direction on how to manipulate that word in order to change it into another blend word. E.g., “I have trap. Who has the word with /cl/ instead of /tr/?” The student that has the word “clap” on his/her card will go next. The letter(s) within the backwards slashes (/p/) are meant to be read as the letters’ sounds rather than their name(s). Students have to listen carefully to the directions and manipulate the previous answer/word to find out if they have the next word in the circuit. The circuit is completed with the card that says “This is the end”.

## Read/Spell Board Game

This is a fun culminating game where students will consolidate their knowledge of L, R, and S blends through reading and spelling. Print out the game board and the “Spell” and “Read” game cards. To differentiate the cards, print each set on different colored paper. Students play in partners or small groups, and take turns rolling the die and moving an object/game piece the number rolled. When a player gets to a space that says “Read” the player picks up a “Read” card and reads the word that is on that card. If the word is read correctly, the card is kept and the turn is over. If not, the card is returned to the bottom of the deck and the turn is over. If a player lands on a space that says “Spell”, he/she will pick up a “Spell” card and spell the word that corresponds to the picture on the card. Similarly, if the word is spelled correctly, the player keeps the card, whereas if it is spelled incorrectly, it is returned to the deck. An answer page is provided and can be glued or stapled into a file folder so that answers can be checked. The game is over when the first player gets to the “finish” space. He/she receives an additional 5 points. To determine the winner, players count the number of cards in their hands at 1 point per card. The player with the most points wins.

## Stairs and Slides Board Game

This is another sound identification activity, in which students must identify which blend each image contains and record it on their scorecards. Print out the game board and one scorecard for each player. Players need one game piece each, a die, and crayons or bingo dabbers to mark off the blend on their scorecards. Players take turns rolling the die and moving their game pieces. When they land on an image, they must identify which blend that word contains and fill in a circle under the correct blend on their scorecard. A word that begins with ‘sl’ can be marked off in either the L-blend or S-blend column, or both. If a player lands on a space at the top of a slide, he/she ‘slides’ the game piece to the space at the end of the slide and record the blend in that image. If a player lands on a space with the bottom step of the stairs, the game piece will ‘climb up’ the steps to the space at the top of the stairs and the player records the blend in that image. The first person to land on the end square, OR fill up a column on the scorecard, wins.



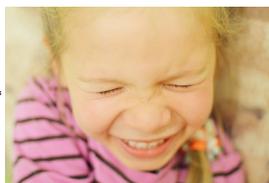
# Glossary of Images



black



blanket



blink



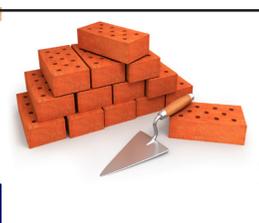
blush



blond



blue



brick



brush



clam



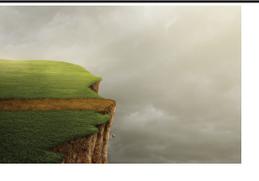
clap



clay



clip



cliff



clock



clover



clown



crown



crumbs



crust



cry



draw



dream



dress



drink



drip



drive



drum



flag



flamingo



flowers



flute



fly



fruit



glass



gloves



glue



grad



grapes



grizzly



grow



plate



plug



plum



present



press



princess



print



scab/scrape



ski



skates



skull



skunk



sled



sleep



slice



slide



slippers



smell



smile



smoke



snail



snake



snap



spill



spine



spool



spoon



stack



star



step



stick



stop



stove



swan



sweets



swim



swing



train



trap



tray



tree



truck



trumpet



trunk

blush

clam

clap

flag

cliff

flash

plug

flush

plum



crab

crash

dress

drip

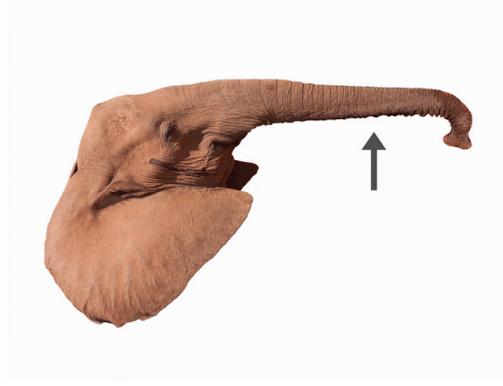
drill

print

brush

trap

trunk



skunk

sled

smell

snap

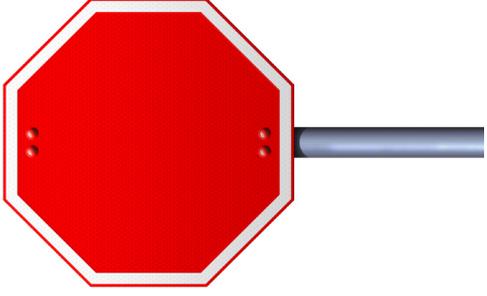
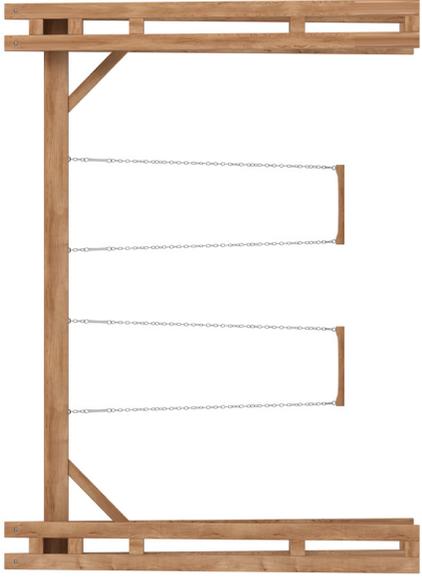
spill

swing

step

swim

stop



Name: \_\_\_\_\_

# Word Scrambler

Unscramble the letters in each box to spell an L-Blend word. Draw a picture of that word in the box below it.

mlac	_____	_____
------	-------	-------

lpgu	_____	_____
------	-------	-------

dles	_____	_____
------	-------	-------

lips	_____	_____
------	-------	-------

glaf	_____	_____
------	-------	-------

lcpa	_____	_____
------	-------	-------

uleb	_____	_____
------	-------	-------

lpci	_____	_____
------	-------	-------



# Word Scrambler

## ANSWERS

mlac

c \_ l \_ a \_ m \_

lpgu

p \_ l \_ u \_ g \_

dles

s \_ l \_ e \_ d \_

lips

s \_ l \_ i \_ p \_

glaf

f \_ l \_ a \_ g \_

lcpa

c \_ l \_ a \_ p \_

uleb

b \_ l \_ u \_ e \_

lpci

c \_ l \_ i \_ p \_

Name: \_\_\_\_\_

# Word Scrambler

Unscramble the letters in each box to spell an R-Blend word. Draw a picture of that word in the box below it.

brac	_____	_____
------	-------	-------

pdir	_____	_____
------	-------	-------

ptar	_____	_____
------	-------	-------

pord	_____	_____
------	-------	-------

grof	_____	_____
------	-------	-------

ibrc	_____	_____
------	-------	-------

eret	_____	_____
------	-------	-------

pirt	_____	_____
------	-------	-------



# Word Scrambler

## ANSWERS

brac
c r a b

pdir
d r i p

ptar
t r a p

pord
d r o p

grof
f r o g

ibrc
c r i b

eret
t r e e

pirt
t r i p



Name: \_\_\_\_\_

# Word Scrambler

Unscramble the letters in each box to spell an S-Blend word. Draw a picture of that word in the box below it.

wsol	_____	
------	-------	--

gnus	_____	
------	-------	--

otsp	_____	
------	-------	--

nsip	_____	
------	-------	--

atsr	_____	
------	-------	--

casr	_____	
------	-------	--

misw	_____	
------	-------	--

tasw	_____	
------	-------	--



# Word Scrambler

## ANSWERS

wsol

s\_l\_o\_w

gnus

s\_n\_u\_g

otsp

s\_t\_o\_p

nsip

s\_p\_i\_n

or

s\_n\_i\_p

atsr

s\_t\_a\_r

casr

s\_c\_a\_r

misw

s\_w\_i\_m

tasw

s\_w\_a\_t



Name: \_\_\_\_\_



## Fill-In Fun

Fill in the blanks using the 'L-Blend' words below.



cliff    flag    plum    class    flip  
blink    clap    plan    glass    slim

1. We \_\_\_\_\_ our hands to the song.
2. The \_\_\_\_\_ is red and sweet.
3. I \_\_\_\_\_ my eye.
4. My dad will \_\_\_\_\_ the egg in the pan.
5. The \_\_\_\_\_ will fly in the wind.
6. The map will help \_\_\_\_\_ the trip.
7. That man is tall and \_\_\_\_\_.
8. At the top of the \_\_\_\_\_ we can see far.
9. I drink milk from the \_\_\_\_\_.
10. The \_\_\_\_\_ will work on math.





## Fill-In Fun

### ANSWERS



cliff    flag    plum    class    flip  
blink    clap    plan    glass    slim

1. We clap our hands to the song.
2. The plum is red and sweet.
3. I blink my eye.
4. My dad will flip the egg in the pan.
5. The flag will fly in the wind.
6. The map will help plan the trip.
7. That man is tall and slim.
8. At the top of the cliff we can see far.
9. I drink milk from the glass.
10. The class will work on math.

Name: \_\_\_\_\_



## Fill-In Fun

Fill in the blanks using the 'R-Blend' words below.



crib      grab      drum      trap      brass  
frog      drop      trip      dress      grass

1. The doll has on a pretty \_\_\_\_\_.
2. \_\_\_\_\_ your hat and mitts.
3. Brad took a \_\_\_\_\_ on a bus.
4. The \_\_\_\_\_ can hop.
5. Mom said, "Do not \_\_\_\_\_ your cup of milk."
6. Hit the \_\_\_\_\_ with the sticks.
7. How much does the \_\_\_\_\_ pot cost?
8. Put the baby in his \_\_\_\_\_.
9. The rat was in the \_\_\_\_\_.
10. We will play with the dog in the \_\_\_\_\_.



## Fill-In Fun

### ANSWERS



crib    grab    drum    trap    brass  
frog    drop    trip    dress    grass

1. The doll has on a pretty dress.
2. Grab your hat and mitts.
3. Brad took a trip on a bus.
4. The frog can hop.
5. Mom said, "Do not drop your cup of milk."
6. Hit the drum with the sticks.
7. How much does the brass pot cost?
8. Put the baby in his crib.
9. The rat was in the trap.
10. We will play with the dog in the grass.



Name: \_\_\_\_\_



## Fill-In Fun

Fill in the blanks using the 'S-Blend' words below.



scab   snap   spin   skip   stand  
spot   step   swim   sled   smells

1. In the winter, I go down the hill on my \_\_\_\_\_.
2. The twig will \_\_\_\_\_ if you bend it.
3. \_\_\_\_\_ up and clap your hands.
4. Her lunch \_\_\_\_\_ good.
5. You cannot \_\_\_\_\_ in a bathtub.
6. The tops \_\_\_\_\_ fast.
7. The pup has a big \_\_\_\_\_ on his back.
8. I have a \_\_\_\_\_ on my leg.
9. Don't slip on the wet \_\_\_\_\_.
10. We will \_\_\_\_\_ to the park.



## Fill-In Fun

### ANSWERS



scab snap spin skip stand  
spot step swim sled smells

1. In the winter, I go down the hill on my sled.
2. The twig will snap if you bend it.
3. Stand up and clap your hands.
4. Her lunch smells good.
5. You cannot swim in a bathtub.
6. The tops spin fast.
7. The pup has a big spot on his back.
8. I have a scab on my leg.
9. Don't slip on the wet step.
10. We will skip to the park.





bl

cl

fl

gl

pl



sl

bl

cl

fl

gl



pl

sl

bl

cl

fl



gl

pl

sl

bl

cl



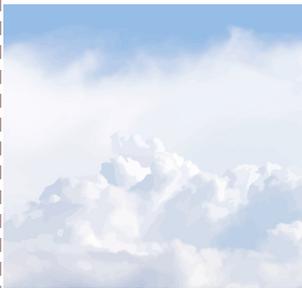
fl

gl

pl

sl

bl



cl

fl

gl

pl

sl





br

cr

dr

fr

gr



pr

tr

br

cr

dr



fr

gr

pr

tr

br



cr

dr

fr

gr

pr



tr

br

cr

dr

fr



gr

pr

tr

br

cr





sc

sl

sm

sn

sp



st

sw

sc

sl

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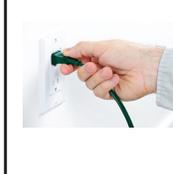
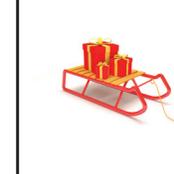
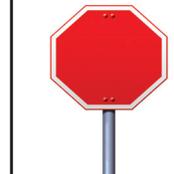
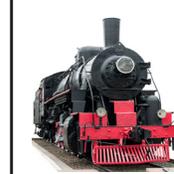




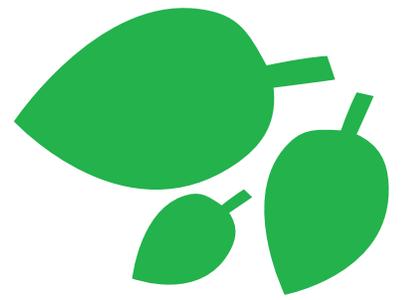
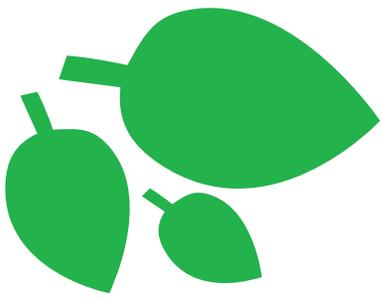
# Four-In-A-Row

If you roll a blend number, place a chip on a picture with that blend.  
The first player to get 4 chips in a row, wins!

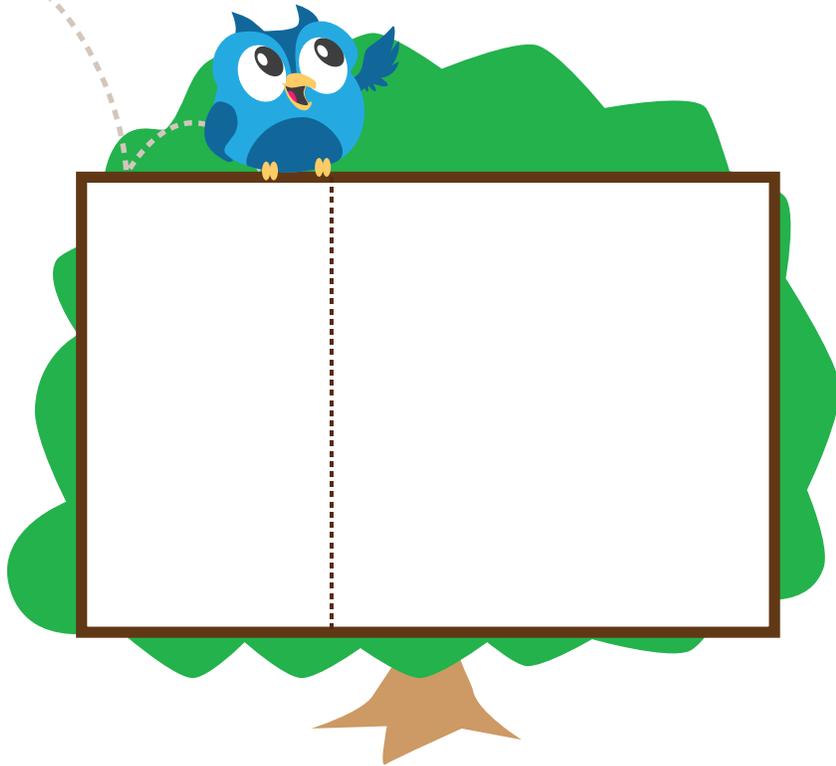
 Miss a Turn	 L Blend	 R Blend
 Roll Again	 S Blend	 Remove a Chip





Blend Cards	Word Cards
-------------	------------



bl cl fl gl pl

sl bl cl fl gl

pl sl bl cl fl

gl pl sl bl cl

bl cl fl gl pl

sl bl cl fl gl

pl sl bl cl fl

gl pl sl bl cl

clan

glow

clap

flap

plow

slow

dip

blip

plus

slam

slip

plug

sled

clam

club

flag

blue

slim

flip

flow

glad

plum

slap

plop

br cr dr fr gr

pr tr br cr dr

fr gr pr tr br

cr dr fr gr pr

br cr dr fr gr

pr tr br cr dr

fr gr pr tr br

cr dr fr gr pr

br a n

fr o g

cr o w

tr a p

fr o m

br o w

gr o w

cr a b

d r i p

c r i b

t r i p

c r o p

d r o p

g r u b

f r e t

g r i n

pr e p

tr o t

cr a m

dr a w

fr e e

tr e e

br a t

dr a b

sc sl sm sn sp

st sw sc sl sm

sn sp st sw sc

sl sm sn sp st

sc sl sm sn sp

st sw sc sl sm

sn sp st sw sc

sl sm sn sp st

slow

snap

scar

stop

smog

slim

spin

star

sl i p

sl o t

sk i p

sp u n

st e m

sl o p

sw i m

sp i t

sc a n

sp o t

sl a m

sl i t

st e p

sw a p

sn i p

sw a n

# SWAP THE BLEND

## SCORE CARD



### REAL WORDS

### NONSENSE WORDS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



rumack resources  
www.rumackresources.com

# SWAP THE BLEND

## SCORE CARD



### REAL WORDS

### NONSENSE WORDS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



rumack resources  
www.rumackresources.com



This is . . .

THE FIRST CARD

Who has...

the word stick?



I have...

BLACK

Who has...

the word with /tr/  
instead of /bl/?



I have...

CLAP

Who has...

the word with /s/  
instead of /p/?



I have...

STICK

Who has...

the word with /a/  
instead of /i/?



I have...

TRACK

Who has...

the word with /p/  
instead of /ck/?



I have...

CLASS

Who has...

the word with /g/  
instead of /c/?



I have...

STACK

Who has...

the word with /bl/  
instead of /st/?



I have...

TRAP

Who has...

the word with /cl/  
instead of /tr/?



I have...

GLASS

Who has...

the word with /r/  
instead of /l/?



I have...

GRASS

Who has...

the word with /b/  
instead of /g/?



I have...

GRAND

Who has...

the word with /st/  
instead of /gr/?



I have...

CROP

Who has...

the word with /dr/  
instead of /cr/?



I have...

BRASS

Who has...

the word with /nd/  
instead of /s/?



I have...

STAND

Who has...

the word with /op/  
instead of /and/?



I have...

DROP

Who has...

the word with /i/  
instead of /o/?



I have...

BRAND

Who has...

the word with /g/  
instead of /b/?



I have...

STOP

Who has...

the word with /cr/  
instead of /st/?



I have...

DRIP

Who has...

the word with /sl/  
instead of /dr/?

I have...



SLIP

Who has...

the word with /fl/  
instead of /sl/?

I have...



SNAP

Who has...

the word with /ck/  
instead of /p/?

I have...



CLOCK

Who has...

the word with /bl/  
instead of /cl/?

I have...



FLIP

Who has...

the word with /sn/  
instead of /fl/?

I have...



SNACK

Who has...

the word with /cl/  
instead of /sn/?

I have...



BLOCK

Who has...

the word with /fl/  
instead of /bl/?

I have...



SNIP

Who has...

this word with /a/  
instead of /i/?

I have...



CLACK

Who has...

the word with /o/  
instead of /a/?

I have...



FLOCK

Who has...

This is the end.

# Read Cards

blush

brush

clam

clap

crab

cliff

clip

crash

dress

drill

drip

flag

flash

flush

glass



# Read Cards

grad

plum

plug

print

skunk

sled

smell

snap

spill

step

swim

stop

swing

trap

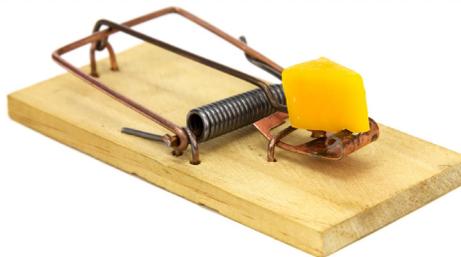
trunk

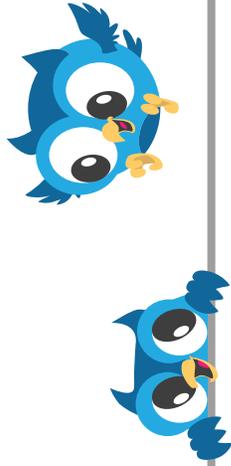
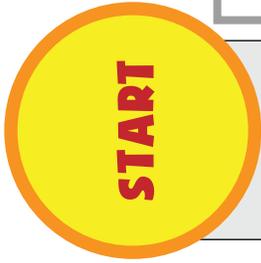


# Spell Cards



# Spell Cards





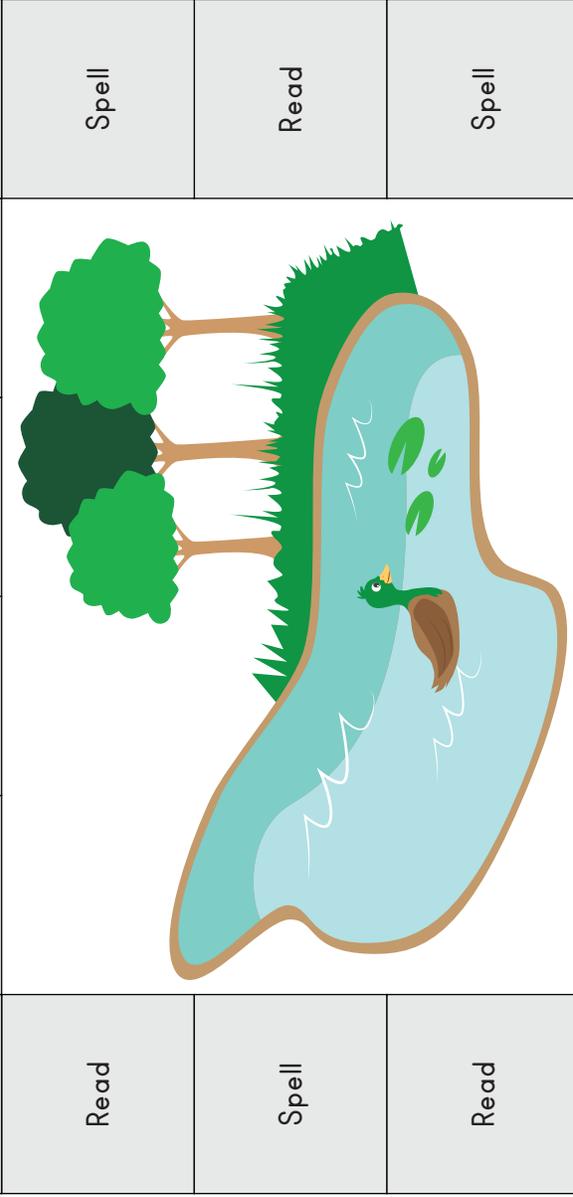
Read Cards



Spell Cards



Spell	Read	Spell	Read	Spell
-------	------	-------	------	-------



Read	Spell	Read	Spell	Read
------	-------	------	-------	------

Read	Spell	Read	Spell	Read
------	-------	------	-------	------



Read
------

Spell
-------

Read
------

Spell
-------

Read
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Spell
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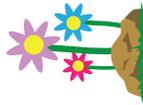
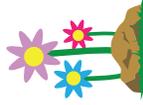
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Read
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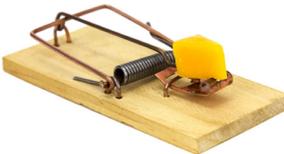
Spell
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Read
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Spell
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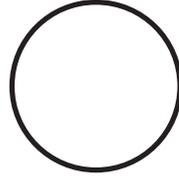
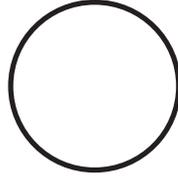
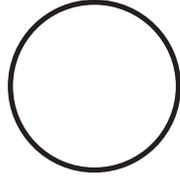
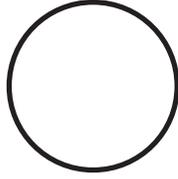
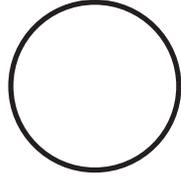
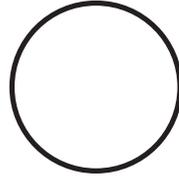
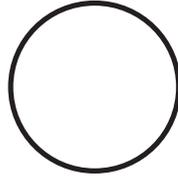
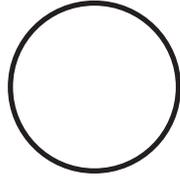
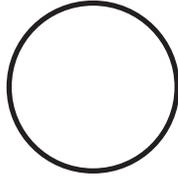
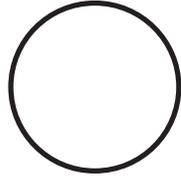
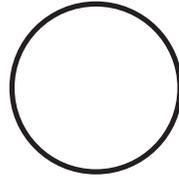
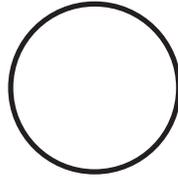
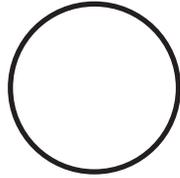
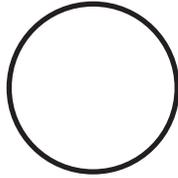
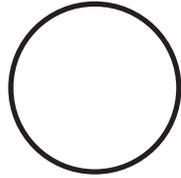
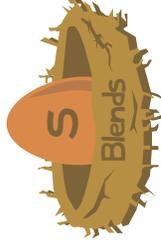
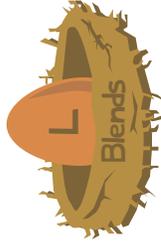


# READ/SPELL ANSWERS

	blush		brush		clam
	clap		crab		cliff
	clip		crash		dress
	drill		drip		flag
	flash		flush		glass
	grad		plum		plug
	print		skunk		sled
	smell		snap		spill
	step		swim		stop
	swing		trap		trunk

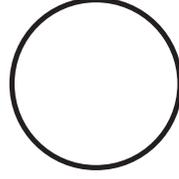
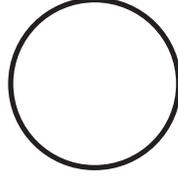
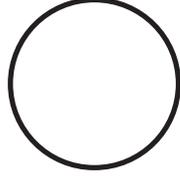
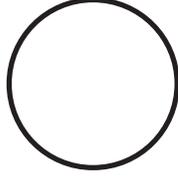
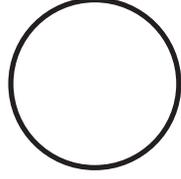
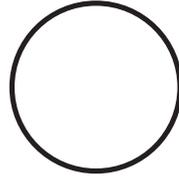
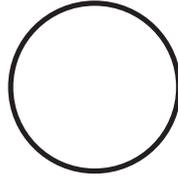
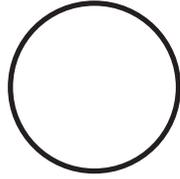
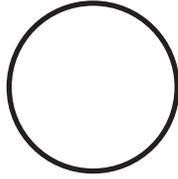
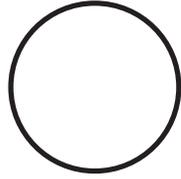
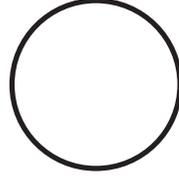
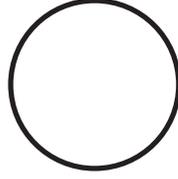
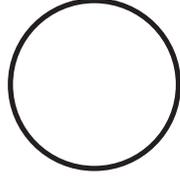
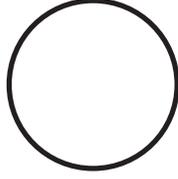
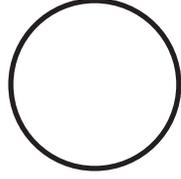
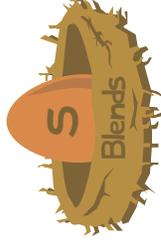
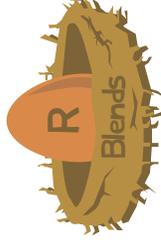
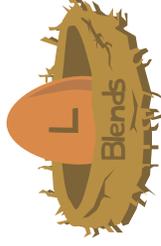
# STAIRS AND SLIDES SCORECARD

Name \_\_\_\_\_



# STAIRS AND SLIDES SCORECARD

Name \_\_\_\_\_





# Supplementary Activities for the Classroom



## Large Group

### Stan States

This game is played like ‘Simon Says’, but in this game use action verbs that begin with consonant blends (clap, flap, cry, spin, prance, skate, drum, brush, blink, swim, sweep, sleep, etc.). Students are “out” if they complete an action without the prompt ‘Stan States’. The last three people standing, win.

### Blind Pick

Tape various consonant blends to a wall. Blindfold students and have them take turns being guided to touch a random image on the wall. Upon removing the blindfold, the student must sound aloud the blend and think of a word that begins with the same blend.

## Small Group

### Blend Bowling

Use sticky notes to label 2-3 plastic bowling pins with different consonant blends. Have children take turns selecting a picture card. Each child will say the name of the picture aloud and then use a ball to roll and try to knock down the pin with the corresponding initial consonant blend.

### Sparkle Blend

The group stands in a circle, and the teacher says a ‘blend word’ to spell. Each student says a letter, and then after the word is spelled, the student next in order says “Sparkle Blend”. If a student misses a letter, he or she sits out for one round.

### Blend-in-a-Box

Put pictures of words with blends (E.g., skate, black, brick) in a box, and ask students to volunteer to pull a picture out while the rest of the group writes the word down.





# Supplementary Activities for Home



## Pictured Pairs

Display blend picture cards along a ledge, ensuring that for each beginning consonant blend, there are at least two cards. Invite your child to select pairs of cards with names that have matching beginning consonant blend sounds. For example, if you select /sl/, your child can choose a picture of a sled and a picture of a slide. Then have your child name one, two or three other words that begin with the same blend sound as the pictured pair. For a challenge, have your child try to spell the words.

## The Great Blend Hunt

Write down words missing the second consonant in the blend (E.g., b\_\_ack) on pieces of paper, and hide the words around the house. Have your child find the words and fill in the missing letter.

## Toss-a-Blend

Playing as a team (one child, one adult), call out a 'blend word', and toss a ball back and forth for each letter to spell the word.

## Blending Dice

Cut up sticky white labels to cover the sides of two dice. On one die, write the first consonants of initial blends on each side (b, c, f, g, p, t). On the other die, write the second consonants of initial blends (l, l, l, r, r, r). Take turns rolling the dice and determining whether or not a word can be made that starts with the two consonants (the blend) rolled.

## Blend-a-ghetti

Cook spaghetti and let cool. Sound out each letter of a 'blend' word (use image cards), and have your child form each letter of the word with a piece of spaghetti.

