



Blend & Build: Initial Consonant Blends

LEARNING GOAL

Blend two beginning consonant sounds smoothly while keeping both sounds audible.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Blend two beginning consonant sounds smoothly while keeping both sounds audible.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Blend

Use it in your own sentence or explanation.

First Sound

Use it in your own sentence or explanation.

Second Sound

Use it in your own sentence or explanation.

Word Family

Use it in your own sentence or explanation.

Read

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to initial blends.

1

In stop, we can hear /s/ and /t/ at the beginning.

2

Say the blend without adding an extra vowel sound.

SHOW IT ANOTHER WAY



Say it, point to it, build it, read it, explain it.

Adult: model the first item. Child: explain what you notice or how you know.

1 Read: stop, step, frog, flag, clap, slip, drum, grin.

2 Circle the blend in each word.

3 Build words with st, fr, fl, cl, sl, dr, gr.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Read: stop, step, frog, flag, clap, slip, drum, grin.

2 Circle the blend in each word.

3 Build words with st, fr, fl, cl, sl, dr, gr.

4 Which word starts differently: frog, flag, fish? Explain.

5 Add a blend to __op to make two different words.

SHOW YOUR THINKING

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Build words with st, fr, fl, cl, sl, dr, gr.
- 2 Which word starts differently: frog, flag, fish? Explain.
- 3 Add a blend to __op to make two different words.
- 4 Read: stop, step, frog, flag, clap, slip, drum, grin.
- 5 Circle the blend in each word.

SHOW YOUR THINKING

Talk 1 Which word starts differently: frog, flag, fish? Explain.

Talk 2 Add a blend to __op to make two different words.

Talk 3 What strategy, clue or observation helped you most with initial blends?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Write blend cards and ending cards on paper. Mix and match to discover real and silly words.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Create a "blend street" with shops named using blend words, such as Flag Shop or Drum Stop.

Use this space to draw, label, plan or draft.

Independent challenge

ENGLISH & LITERACY

Try without help first. Then explain or check your work with a grown-up.

1 Which word starts differently: frog, flag, fish? Explain.

2 Add a blend to __op to make two different words.

3 Create one new example that would help another Grade 1 learner practise initial blends.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- fish begins with a single f sound; frog/fl ag begin with blends.
- Examples: stop, drop, crop.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.