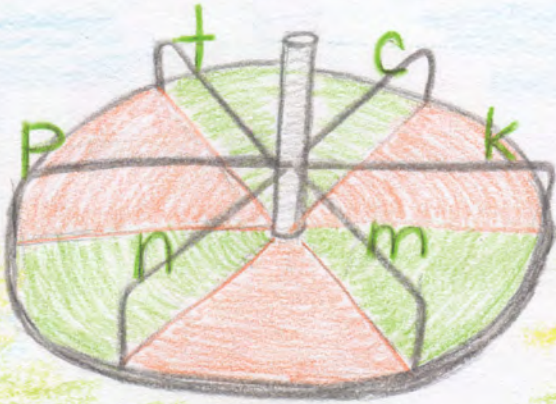


Initial Blends

For the next few days, the letters continued to practice making CVC words. The class was making very good progress learning to read and spell short vowel, closed syllable words.

One sunny afternoon, Miss Letterly noticed a group of consonants laughing and playing together on the merry-go-round. She watched her little letters spin and yell their consonants sounds.

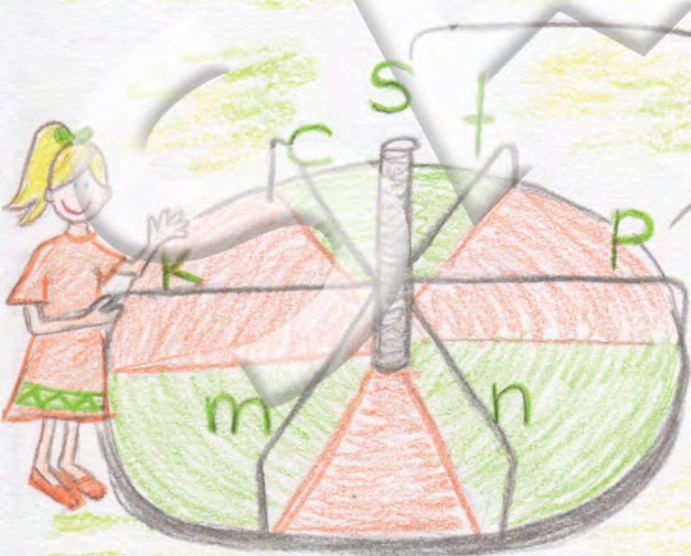


S stopped to ask Miss Letterly a question. "Miss Letterly, we are getting better at reading and spelling CVC words. Could you help us make longer words? It would be fun if we could have more friends in our letter lines!"

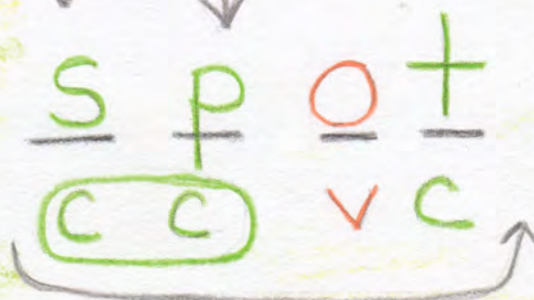
"Well, certainly S! You all are ready to start making blends. **Blends** happen when two consonants stand together in a word and each consonant says his own sound. The letter sounds "blend" together. Let's add one more consonant to our CVC words. We can make CCVC words!"

"I know that lots of letters would like to blend with you, S. Hop in the middle of the merry-go-round and I'll give it a spin. You and a consonant friend can fly off together, landing in a word, making a blend. When two consonants land together at the beginning of a word, it is called an **initial blend**."

S jumped in the middle of the merry-go-round. Miss Letterly gave it a spin.



S and P squealed with delight as they flew off the merry-go-round landing in front of o and t to make the word spot.



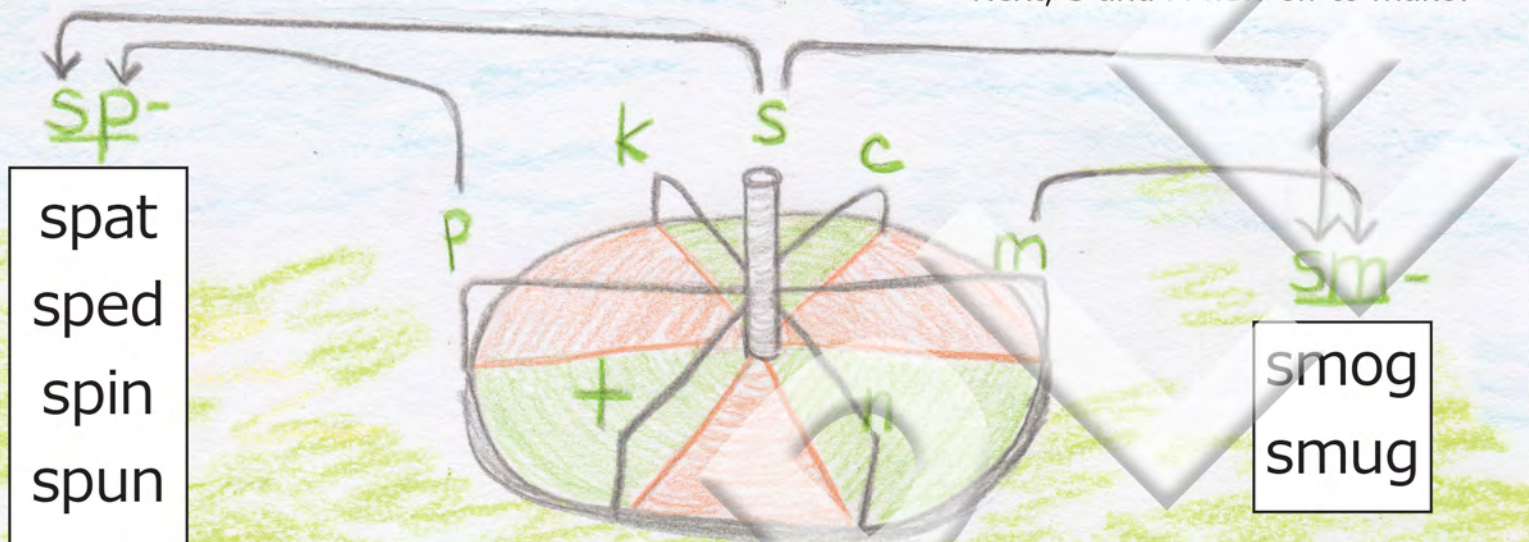
Initial s Blends: sc-, sk-, sm-, sn-, sp-, st-, sw-

s blends with c, k, m, n, p, t, and w at the beginning of words.

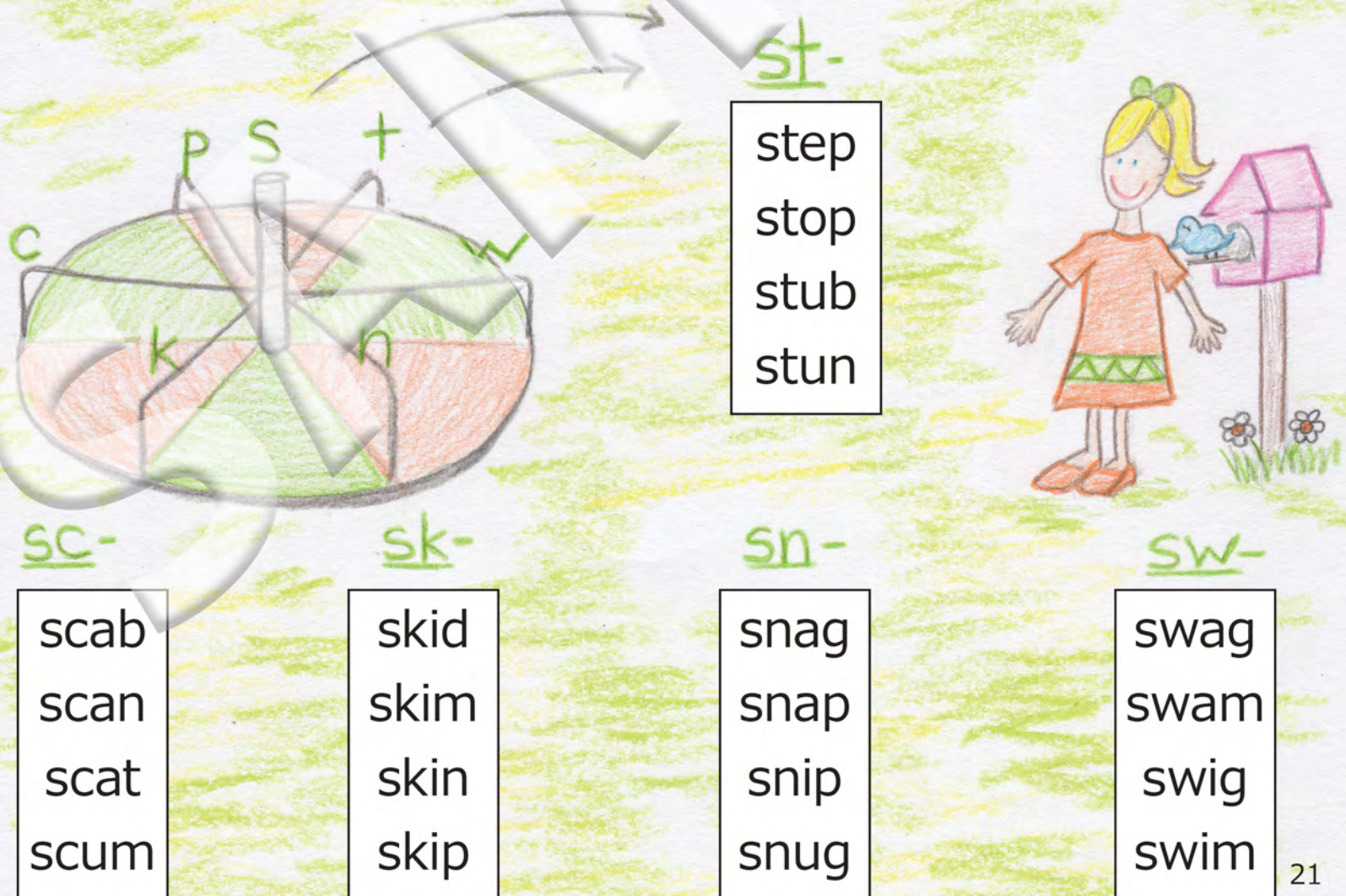
Making blends was so much fun that the letters wanted to try it again! Miss Letterly gave the merry-go-round several more spins.

First, S and P happily flew off to make:

Next, S and M flew off to make:



Miss Letterly continued to spin the merry-go-round so the other consonants, T, K, C, N, and W would have a chance to blend with S too!



Initial c or k...who gets the job at the beginning of words?

Although it was a beautiful sunny day on the playground, Miss Letterly was alarmed to hear a loud rumbling sound. It certainly was not thunder, and the Word Train was not scheduled to arrive for a few more days. As Miss Letterly moved closer to the swings, she was shocked to find C and K in a rip-roaring tussle! Both letters were pushing, shoving, and scrapping for the spot at the beginning of a new word line.

"My goodness C and K, what is going on out here?" asked Miss Letterly.

"We both want to be the line leader for words that start with the /k/ sound! I should be the leader because I make the /k/ sound!" shrieked C.

"No! I should be the line leader because I make the /k/ sound!" yelled K.

"Hmmm. I get the dilemma," responded Miss Letterly in a most calm and understanding manner. "They both say /k/."

"Maybe they could share by starting the words together?" suggested Z who had been woken from his nap on the bench by the huge commotion.

"That would be a nice compromise Z, but we can't start words with ck."

"Well then, maybe C could start some words and K could start other words? There are plenty of words that start with the /k/ sound," added Z.

"Yes, let's divide the work. We can split the vowels into teams. We can have Team C and Team K."

"C, you can lead words when the next letter in line is a, o, or u. Just to make things simple, you can also blend with consonants like cl- and cr- at the beginning of words too."

"K, you can lead words when the next letter in line is an e, i, or y."



Initial c or k?

Use c at the beginning of a word when the next letter is a, o, u (or any consonant).

Use k at the beginning of a word when the next letter is e, i, or y.

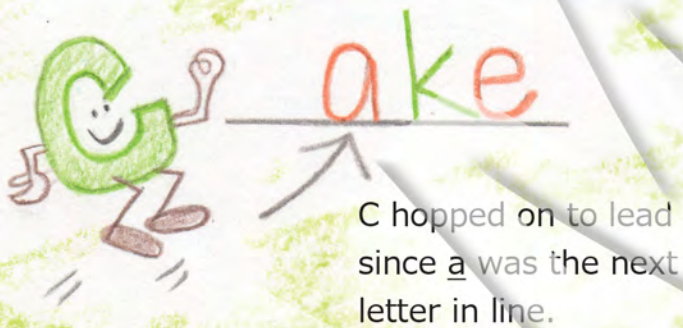
The letters had a clear plan to know when to start words with c or k.

The vowels quickly made jerseys to help them remember who was on team c and who was on team k.

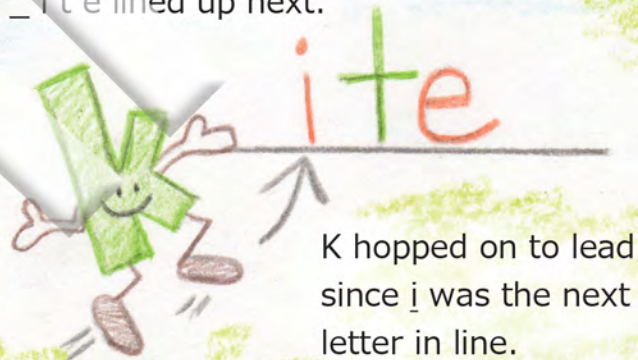


With Miss Letterly's help, the letters practiced making a few /k/ words.

_ a k e lined up.



_ i t e lined up next.



The letters spent the rest of the afternoon working together to make words that start with /k/.

	<u>c</u>		<u>k</u>
a	cat	clam	keep
	cap	clip	key
	cot	club	kid
o	cone	cram	kiss
	cup	crib	kind
u	cut	crop	king
	cr-		

"What do you think might happen if e, i, or y accidentally follow C?"

"I don't know, but it could definitely get spicy!"



carrot



celery

The Word Train arrives to help blend syllables.

"Miss Letterly," worried P, "We only have a few days left in our school year. It has been fun learning how letters work together to make words, but we were really hoping to be able to read and spell BIG words by the end of the year!"

"Well P, with all of the wonderful things we have learned so far, you and your letter friends are ready to start reading and spelling BIG words today! Everything we have learned throughout the year will help us make fantastic long words."

Just as Miss Letterly was talking to P, they heard a low rumble and the happy sound of a whistle blowing. The letters looked up and saw a small train with little letter-sized cars pulling up to the playground.



"Yay! The Word Train has arrived just in time to help me explain how letters work together to make syllables and syllables snap together to make words."

Syllables are the "building blocks" of words. We snap them together to make longer words. If you can read each syllable, then you can read long words."

"There are only six different types of syllables. We have already learned three:"

"Every syllable must have a vowel!"

Syllable Types

closed	open	silent-e
cvc	c$\bar{v}$	c$\bar{v}$-e
(cat)	(he)	(rake)

"Syllables can be a whole word or a chunk of a word."

"Reading big words is like snapping syllable blocks together."

"Wow! We have a closed syllable on each block!"

"Closed syllables have short vowels."

"We can read each syllable and then snap them together to make a longer word. This is called "blending syllables". Syllables are parts of words with a vowel in it. You can read long words if you just read it syllable by syllable, chunk by chunk."



Blend **closed** syllables to make two-syllable words.

Closed syllables have short vowels and end with consonants.



"Each syllable rides in its own car."



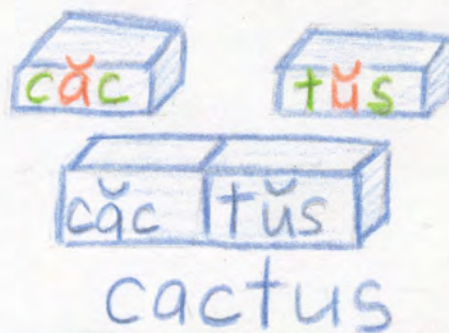
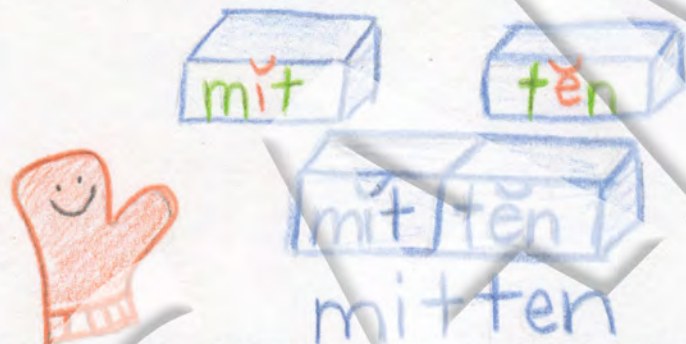
"This train has two **closed syllable** cars."



"The vowel is the battery in each car. Every car needs a battery!"

"**Every** syllable must have a vowel."

"Let's practice blending closed syllables to make longer words:"



"Snap these syllables together to make a few more BIG words!"

but + ton = button

trum + pet = trumpet

kit + ten = kitten

bas + ket = basket

This day has been...

