

## Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for teaching beginning and ending blends with a pocket chart! (LER 2206)

Pocket Chart Phonics – Blends has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners, and can be used for any blend. They encourage listening, speaking, observing and manipulating letters and pictures to familiarize children with beginning and ending blends. In addition, this book contains 192 ready-to-use cards to aid you in teaching blends. The cards display illustrated pictures and/or letters to use within each lesson, and are color-coded for handy organization. A Cards-At-A-Glance chart that shows what is pictured on each card is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library that will encourage an interest in blend recognition and early reading skills.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

# Pocket Chart Phonics

## Blends

### Introduction Strategies

**Strategy 1:** Place several picture cards that begin or end with the same blend in the pocket chart. Ask the class to say the name of each picture, and tell what common features the pictures share. Are they all animals? Are they all actions? Are they all things you'd find on the playground? Guide the class to the conclusion that the pictures are related by the blend they share. All three of the words begin or end with the same letter blend. Say the blend together for reinforcement.

**Strategy 2:** Arrange the blend cards on a flat surface.

Place several picture cards that begin or end with the same blend vertically in the pocket chart. Invite students to identify the pictures shown on the cards in the pocket chart. Then ask students to make the sound that occurs at the beginning or end of the pictures. Ask a student to select the blend card that shows the sound at the beginning or end of the words, and place it next to one of the picture cards. Build the words next to the pictures by starting with the blend, and adding vowels and consonants to finish the word. After building each word, repeat the word aloud.

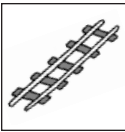
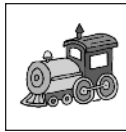

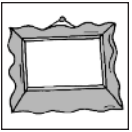
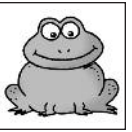
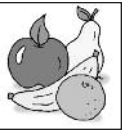
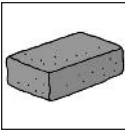
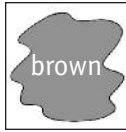
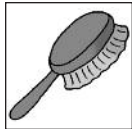

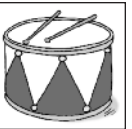
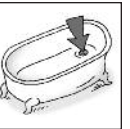
**Strategy 3:** Place a blend card at the top of the pocket chart. Invite students to say the blend's sound, and give an example of a word in which that sound can be found. Next, pass out the picture cards for that blend (in addition to other picture cards), and ask students to place pictures that begin with the blend in the pocket chart. Extend students' familiarity by building word endings using vowel and consonant cards. Place the word endings next to the pictures, and place a blend card before each word ending to form complete words.

**Strategy 4:** Select six different blend cards, and find the picture cards that go with each blend. Divide the class into six groups, and assign one blend to each group. Invite each group to make a list of words that begin or end with the blend they were assigned. One student from each group should record this list of words. Allow approximately 5-10 minutes for this part of the activity. Reconvene as a class, and invite each group to place their blend at the top of the chart, and read their word list aloud to the class. Place the pre-printed picture cards for each group's blend in the pocket chart. Were these pictures on the group's list? Use the vowels, consonants, and blend cards to build words to match the pictures using the pocket chart. Ask children to say the words aloud. Follow up by using the pocket chart cards to build one of the new words the group suggested.

# Teaching Notes: tr, fr, dr, br

Cards needed: (pink ☀)



tr	fr	dr	br		
					
					

## Presenting the concept:

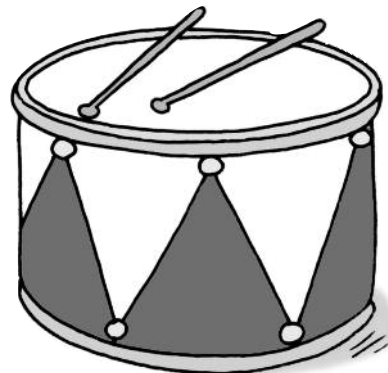
Place one picture card for each of the blends shown above in a vertical column on the left side of the pocket chart. Place the blend cards shown above (2 of each blend) on a table, and ask a child to select a blend card and place it next to a picture that begins with that blend. For example, a child who selects the blend *br*, could place it next to the picture of the *brick*.

## For beginning readers:

Build word endings in a column in the center of the pocket chart, so each word ending has its own pocket. Pass out beginning blend cards to the children at their desks. One at a time, invite children to place their blend in front of each word ending, and pronounce the word they form. Note: some words will be “non-words.” The goal is to form real words, but children should attempt to pronounce the non-words, as it will help build phonetic skills. When a real word is formed by placing a blend in front of an ending, the child can leave the blend in place.

## Possible word endings to use:

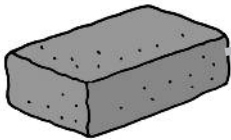
eak, ing, ide, unch, ead, unk, ay, ial,  
ight, om, ill, ail, ive, um, ink



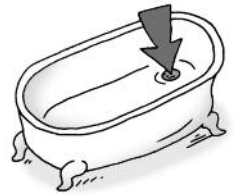
**Activity 1**

# Beginning Blend Match-Up

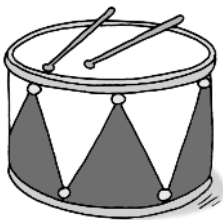
Directions: Match each picture to the blend that begins its name.



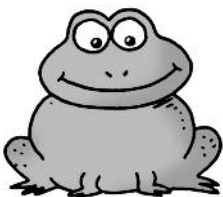
br



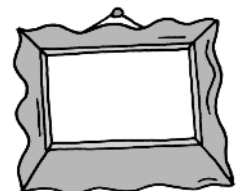
tr



fr

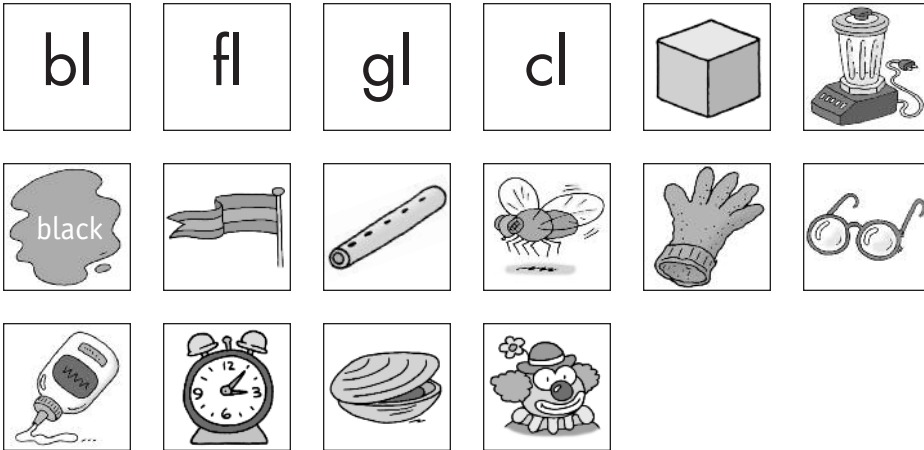
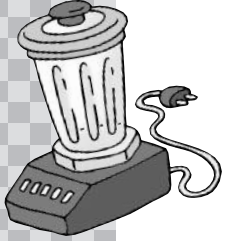


dr



# Teaching Notes: bl, fl, gl, cl

Cards needed: (red ☀)



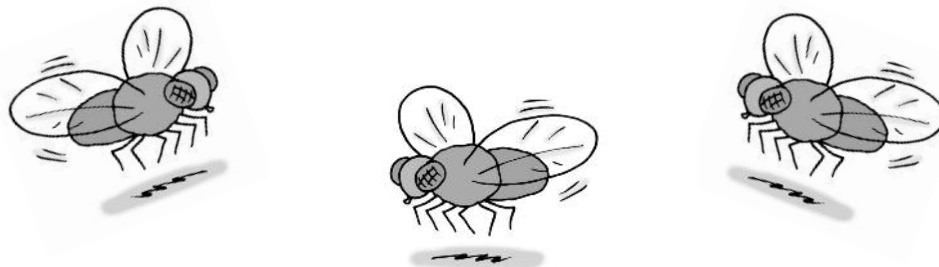
## Presenting the concept:

Place the picture cards shown above in a horizontal row (or rows) at the bottom of the pocket chart. Place the four blend cards shown above, plus a few extra “trick” blend cards in a vertical column along the left side of the pocket chart. Invite a child to match a picture card to an appropriate blend card. For example, a child who selects the picture of the *clock* would place it next to the *cl* blend. Continue in this fashion until all picture cards have been placed correctly next to their blends. The “trick” blend cards should not have any pictures next to them.



## For beginning readers:

Make a pile of consonants, a pile of vowels, and a pile of blends on a table near the pocket chart. Pass out, among the students, the picture cards shown above. One at a time, invite students to place a picture card in the pocket chart, and use the blend, vowel, and consonant cards to spell the word represented on their picture card. For example, a child with the *clown* picture card would use the *cl* blend card, plus *o*, *w*, and *n* to form the word *clown*.



Name \_\_\_\_\_

**Activity 2**

# Blend Round-Up

Directions: Read the words on the Word List. Write each word on a line under the blend that starts it. The first one is done for you.



**bl**

block

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**gl**

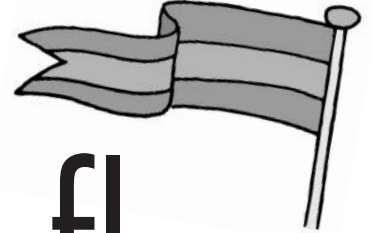
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word List**

- block
- clam
- glasses
- flag
- blink
- flute
- clock
- glove
- flood
- globe
- clover
- blender



**fl**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**cl**

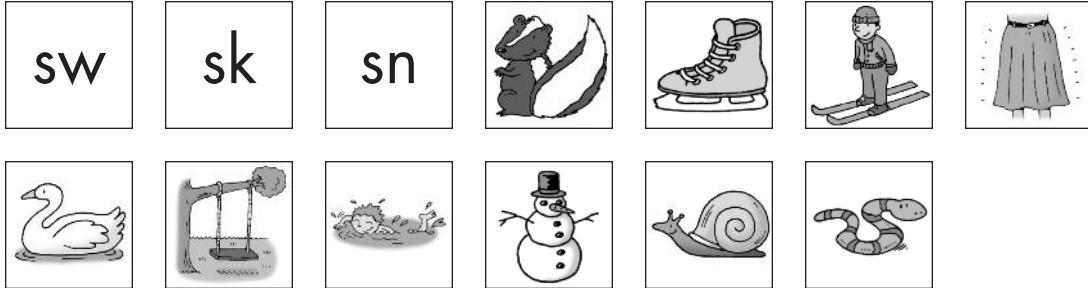
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Teaching Notes: *sw, sk, sn*

Cards needed: (orange ☀️)



## Presenting the concept:

Place one blend card for each blend shown above in a column on the left side of the pocket chart. Place the picture cards for each blend in the pocket chart next to the appropriate blend. Review each blend and the picture cards that go with it. Then invite children to volunteer other words that begin with each blend. Cut blank sheets of paper into pieces the size of pocket chart cards. Ask each child to draw a picture for one of the suggested words on one of the blank cards. Place the student-generated picture cards in the pocket chart next to the appropriate blends.



## For beginning readers:

Work on rhyming skills using the blend cards and the pocket chart! Build word endings with the vowel and consonant cards. Then place different blend cards in front of the word endings to form words that rhyme. Invite children to make lists of the rhyming words you generate as a class, and use them in simple poems!



Name \_\_\_\_\_

**Activity 3**

# Blend Math

Directions: Add the blend to the word ending, and write the word that is formed! Add your own art in the boxes.



sk + ate = \_\_\_\_\_



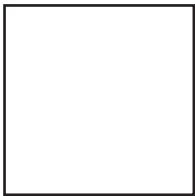
sk + unk = \_\_\_\_\_



sw + im = \_\_\_\_\_



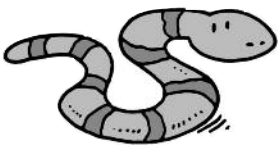
sw + ing = \_\_\_\_\_



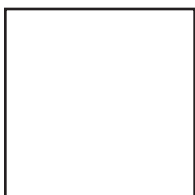
sw + eep = \_\_\_\_\_



sn + ail = \_\_\_\_\_



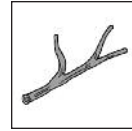
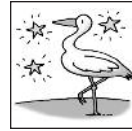
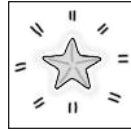
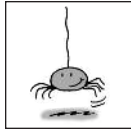
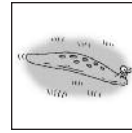
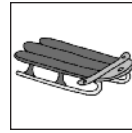
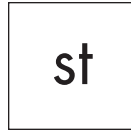
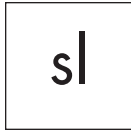
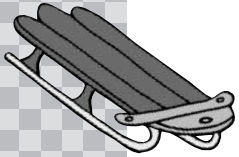
sn + ake = \_\_\_\_\_



sn + ack = \_\_\_\_\_

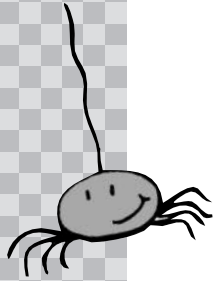
# Teaching Notes: *sl, sp, st*

Cards needed: (yellow ☀)



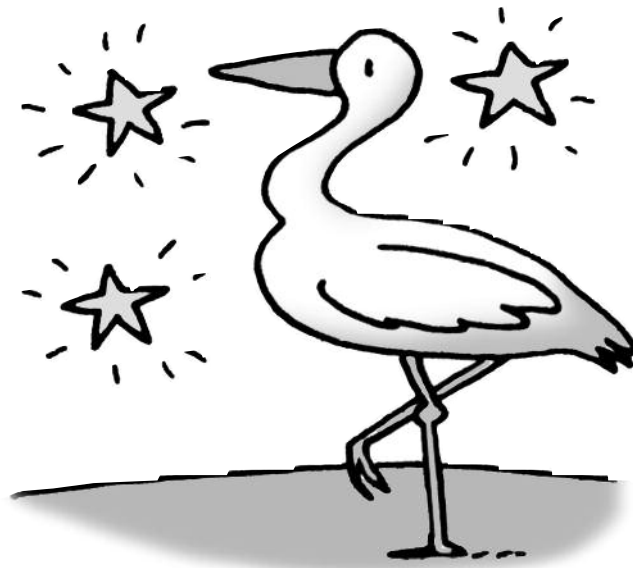
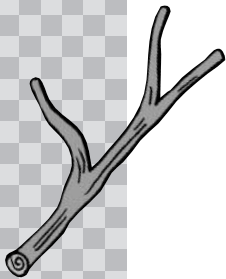
## Presenting the concept:

Pass out the picture cards shown above, plus other picture cards, so everyone in the class has at least one card. Place the blend cards shown above, and the vowel and consonant cards in stacks near the pocket chart. Choose one of the blends (*sl*, *sp*, or *st*), and invite all students with a picture that begins with that blend to use blend, consonant, and vowel cards to build their word in the pocket chart. Repeat the activity for the other two blends.



## For beginning readers:

After building words that begin with blends in the pocket chart, ask students to use as many of the words as they can in one sentence (or paragraph, for more advanced writers). Share the silly sentences or paragraphs aloud.





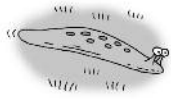
Name \_\_\_\_\_

**Activity 4**

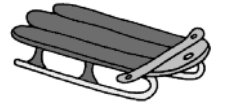
# Blend Tongue Twists

Directions: Complete the tongue twists using words that begin with sp, sl, or st. Use the pictures as clues.

A slow \_\_\_\_\_ slips in the slop.



Sam slides down the slick slope on his \_\_\_\_\_.



Speedy the \_\_\_\_\_ spilled his spice cake.



Sir Speck painted spots on his \_\_\_\_\_.



Steve's stinky \_\_\_\_\_ stomped up the stairs.

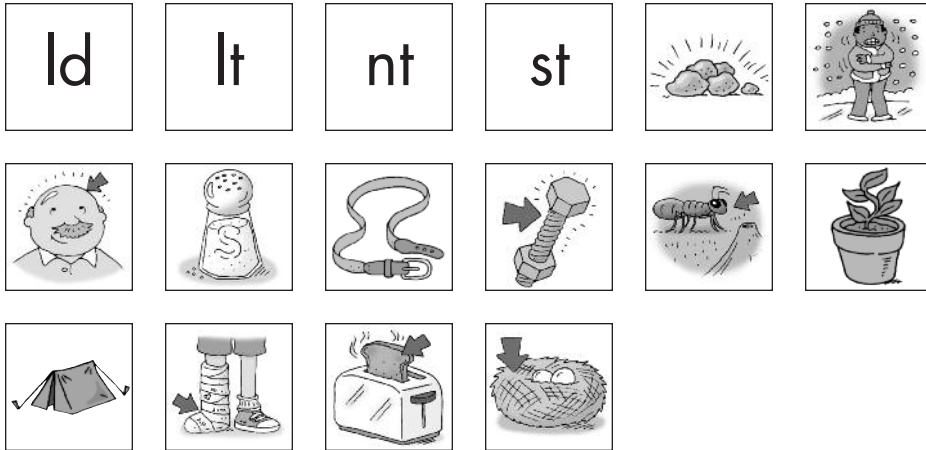


Stan sells sticky \_\_\_\_\_ stamps.



# Teaching Notes: ld, lt, nt, st

Cards needed: (green ☀️)



## Presenting the concept:

Place the blend cards shown above in the pocket chart, and pass out the corresponding picture cards to the class. Ask a student to select one of the blend cards from the pocket chart, and find someone in the classroom who is holding a picture card that shows an item that ends with that blend. If you wish, set a time restriction so the “finder” must locate a student with a matching picture card within a set amount of time.



## For beginning readers:

Play a rhyming game. Form one of the words illustrated on the picture cards (*gold, cold, bald, salt, belt, bolt, ant, plant, tent, cast, toast, nest*) using the blend cards, consonants, and vowels. Ask children to think of a word that ends with the same blend, and subsequently rhymes. Build each rhyming word using blend cards, consonants, and vowels. Continue the activity for the rest of the words listed above.

## Possible Rhyming Words:

- gold/cold: old, mold, told, sold, bold, fold, hold
- bald: scald
- belt: dealt, felt, melt, pelt, welt
- bolt: colt, molt
- ant/plant: can't, pant, chant, slant
- tent: bent, dent, lent, meant, rent, sent, vent, went
- cast: fast, last, mast, past
- nest: best, jest, pest, rest, west, vest, zest
- toast: boast, coast, ghost, most, post, roast



**Activity 5**

# Finish the Sentence

Directions: Complete these sentences with a word that ends with ld, lt, nt, or st. Use the clues to help.

It's not hot, it's \_\_\_\_\_ .



Pass the \_\_\_\_\_ and pepper.



Don't step on the tiny \_\_\_\_\_ .



That bird makes a \_\_\_\_\_ .



I have a \_\_\_\_\_ on my foot.



He wears a \_\_\_\_\_ around his waist.



If you have no hair, you're \_\_\_\_\_ .

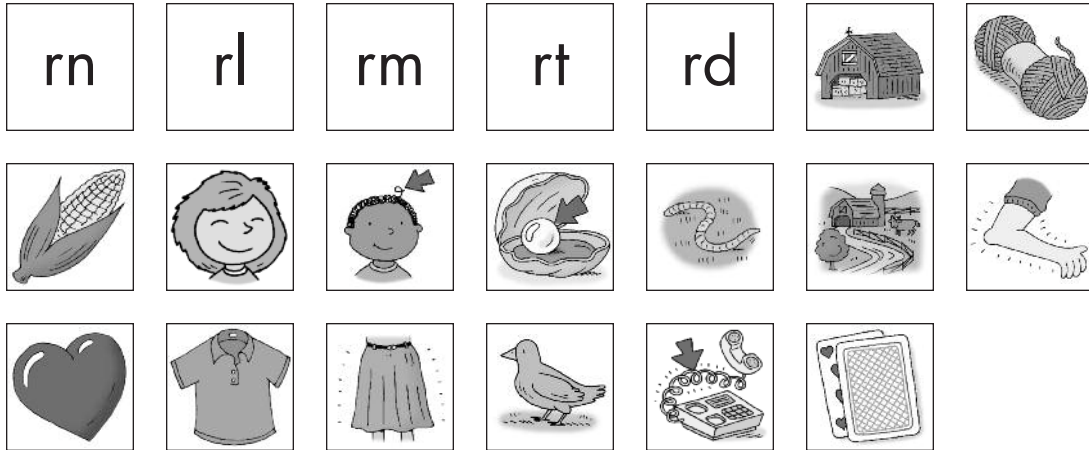


When you camp, you sleep in a \_\_\_\_\_ .



# Teaching Notes: rn, rl, rm, rt, rd

Cards needed: (blue ☀️)

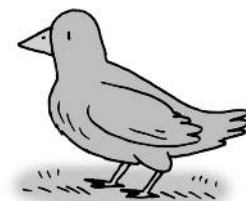


## Presenting the concept:

Have a “Think Quick” contest! Take the five blend cards shown above, mix them up, and place them in a stack. Ask students to have a pencil and paper ready. Select one of the blend cards, and place it in the pocket chart for everyone to see. Ask students to write down every word they can think of that ends with that blend. Start your timer, and give students two minutes to think of words for that blend. If you want, place the picture cards that correspond to the blend in the pocket chart, so students have three “freebie” words to write down. After two minutes have passed, replace the blend in the pocket chart with a new one from your stack. Proceed through the stack of blends, and then have students count the number of words they thought of. Ask the winners to read their lists aloud. This activity can be done in groups, too.

## For beginning readers:

Choose a book (or a few books) from the Reading List on page 32 of this book. Read the book aloud, or ask students to read the book on their own, and hunt for words that end with the blends shown above. Make a list of the words, and encourage students to look for the ending blends in newspapers, magazines, and other books.



Name \_\_\_\_\_

**Activity 6**

# Pictograph Practice

Directions: Read these sentences.

Write the word for each picture on the line.

1. The cows sleep in the  . \_\_\_\_\_

2. Sam ate  for dinner. \_\_\_\_\_

3. That  is in my class. \_\_\_\_\_

4. His hair has many  . \_\_\_\_\_

5. The bird looks for the  . \_\_\_\_\_

6. I hurt my  . \_\_\_\_\_

7. She drew a red  . \_\_\_\_\_

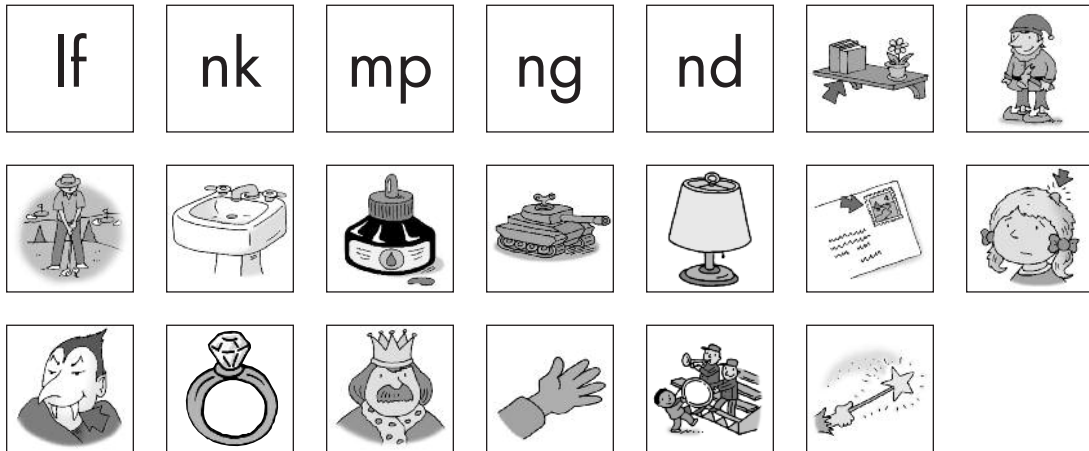
8. Meg wears a long  . \_\_\_\_\_

9. The black  can fly. \_\_\_\_\_

10. Hold the long  . \_\_\_\_\_

# Teaching Notes: lf, nk, mp, ng

Cards needed: (purple ☀️)



## Presenting the concept:

Place one of each of the five blend cards shown above in a column down the center of the pocket chart. Pass out the picture cards shown above to the students. One at a time, invite students to come to the pocket chart and place their picture to the left or right of the blend that falls at the end of the word pictured on their card. For example, *elf* and *shelf* will be placed to the left and right of the *lf* blend. When each blend has a picture card to its left and right, there should be one picture card left for each blend. Remove the blend cards and replace them with the third picture card. You will be left with a pocket chart filled with pictures. Now ask students to identify the ending blend (sight-unseen) found in each row of pictures.

## For beginning readers:

Give some students consonant cards, some students vowel cards, and some students the ending blend cards shown above. Call out "SCRAMBLE," and give students 1-2 minutes to walk around the classroom, trying to make a word by grouping with other students according to the cards they are holding. A complete group will consist of at least one consonant, at least one vowel, and an ending blend to create a simple word. After 1-2 minutes are up, see which words have been formed, and invite the "word groups" to post their words in the pocket chart.

## Possible answers for Blend Scramble (page 31):

elf, golf, sink, tank, rink, king, ring, sing, sung, song, rung, rang, fang, gang, ramp, romp, lamp, find, kind, fund, lend, sand, tend

Name \_\_\_\_\_

**Activity 7**

# Blend Scramble

Directions: Combine the consonants, vowels, and ending blends to form words.

**Consonants:**

f  
g  
k  
l  
r  
s  
t



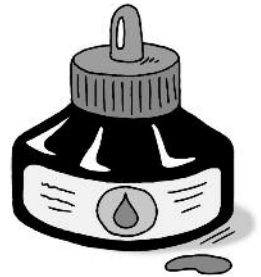
**Vowels:**

a  
e  
i  
o  
u



**Ending Blends:**

lf  
mp  
ng  
nk  
nd




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# Cards-At-A-Glance

Cards are shown as front-to-back pairs.

## Reading List

Curious George Learns the Alphabet  
H.A. Rey  
Houghton Mifflin, Boston: 1993

Aster Aardvark's Alphabet Adventure  
Steven Kellogg  
Morrow Junior Books, NY: 1987

Frank the Fish Gets His Wish  
Laura Appleton-Smith  
Flyleaf Publishing: 1998

Blueberries for Sal  
Robert McCloskey  
Viking Press, NY: 1996

Blunders of the Rogues  
Tim Egan  
Houghton Mifflin, Boston: 1999

Clickety Clack  
Robert and Amy Spence  
Viking Children's Books, NY: 1999

Old MacDonald Had a Farm  
Holly Berry  
North South Books: 1997

Pass the Fritters, Critters  
Cheryl Chapman  
Simon and Schuster, NY: 1993

Stop that Garbage Truck  
Linda Glaser  
Albert Whitman and Co.: 1993

Trouble With Trolls  
Jan Brett  
Putnam Publishing Group: 1992

The Frog with the Grumpy Jump  
Helen Piper Miller  
Mountain House Publishing: 1997

The Oldest Elf  
James Stevenson  
William Morrow and Co.: 1996

All by Myself  
Mercer Mayer  
Golden Press: 1985

Junk Sweet Junk  
Molly Wigand  
Simon Spotlight: 1997

track		h	skate		l	tent		nk	lamp		ld
train		f	skis		m	cast		rt	stamp		ld
tree		g	swan		fl	toast		bl	lump		lf
frame		u	swing		gl	nest		bl	ring		tr
frog		a	swim		gl	farm		sw	king		sk
fruit		b	snowman		u	yarn		ng	fang		sk
brick		e	snail		d	corn		cl	hand		rd
brown		i	snake		c	girl		nt	band		rl
brush		i	slide		o	curl		nt	wand		rl
dress		sl	sled		o	pearl		mp	r	p	
drum		sl	slug		o	worm		rt	s	n	
drain		sl	spider		rd	barn		ng	t	k	
block		gl	star		u	arm		sw	n	s	
blender		st	spear		i	heart		fl	l	r	
blue		st	spoon		a	shirt		lt	b	q	
flag		br	stork		a	skirt		lt	d	w	
flute		st	stick		e	bird		e	m	v	
fly		br	gold		dr	cord		nd	f	t	
glove		fr	cold		cl	cards		nd	g	z	
glasses		st	bald		cl	elf		rm	h	y	
glue		fr	salt		tr	shelf		rm	p	x	
clock		bl	belt		sn	golf		dr			
clam		sp	bolt		sn	sink		lf			
clown		sp	ant		nk	ink		rn			
skunk		j	plant		mp	tank		rn			