

Teaching SLIDES

Daily teaching slides
and interactive
practice activities

Introduce the Rule

What is a final blend?

A **blend** is a combination of consonants where the sound of each letter can be heard. Final blends are at the end of a word.



swirl



camp

Spell & Read Slide letters to spell words.

mustard
pound
drink

Introduce the Rule

sk sp st

Blend the **s** and **k** to make the sound you hear at the end of **desk** and **tusk**.

Introduce the Rule

nd ng

Blend the **n** and **d** to make the sound you hear at the end of **bend** and **sand**.

Introduce the Rule

ld lf lk

Blend the **l** and **d** to make the sound you hear at the end of **cold** and **shield**.

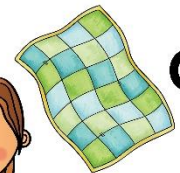
Introduce the Rule

sk sp st

lt ld lf lk nc
nt nk mp ft

Some final blends include an **l**, **r**, **n**, **t** or **s**. Initial means at the beginning of a word.

Introduce the Rule



quilt

We blend the ending consonant sounds together as we say the word.

on PowerPoint & Google Slides™

Model & practice SLIDES

Includes PowerPoint and Google Slides.

Practice during the lesson, then students reuse the slides independently

Read and Cover

A calm wind blew in the elm trees. Drag shapes to cover words with final blends.

The nest was just out of my grasp.

I don't like salt on my toast.

Dad put in the fence post first.

Mom told us how to fold the vest.

Practice Slide final blends to spell the words.

she lf

Find and Write

Say and Spell Slide letters to make words.

p a s t

nd nk
mb nt
mp
sp st

Reuse the activities as phonics centers

Consistent ROUTINES

Standards alignment

Common Core State Standards

First Grade

RF.1.2 Demonstrate understanding of spoken vowels (phonemes).

RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B Orally produce single-syllable words, including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial (phonemes) in spoken single-syllable words.

RF.1.2.D Segment spoken single-syllable words into individual sounds (phonemes).

Weekly Routine & Lesson Plans		
Day	Lesson Slides	Tasks / Practice / Centers
1-2	Introduce the Rule Practice adding e Build and Read Students: <ul style="list-style-type: none">• apply the rule• build words• read words	1. Introduce the phonics rule. Apply the rule by adding e at the end of CVC words. 2. Work through the <i>Practice</i> slides with students. Change short vowel words to long vowel words by adding e. Read CVCC words together on the <i>Read the Words</i> slides. 3. Call on students to <i>Build and Read</i> words. Centers: Word builder cards / mats Spell it task cards
2	Continue Build & Read Play Find and Write	1. Review and continue <i>Build and Read</i> slides. 2. Ask students to take out paper or whiteboards. Present the <i>Find and Write</i> slides for students to use.

Weekly Routine

Monday Build and Read
isolate sounds | build words | read

Tuesday Find and Write
identify patterns | write words

Wednesday Tap and Spell
segment sounds | spell words

Thursday Read and Cover
identify vowel patterns | read fluently

Friday Letter Ladders | Assessment
generate | spell | write

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Implement a consistent daily routine

- daily 15-minute lessons
- whole group practice
- reading in context
- spelling & writing
- word work centers
- assessment

PLUS materials for small group instruction

Lesson SUPPORT

ld shield ha lk mil lm film quilt nk bank
rd bird rk dark lp kelp nt mint
rf surf rl pearl rm storm
rt art mp jump rp harp rn yarn ring
sp crisp st cast
sk desk pt slept ct insect ft raft d send

ask brisk bask dusk mask flask husk risk
crept tempt script erupt adopt swept
act duct project collect object respect
soft left sift theft swift drift lift draft
end hand wind kind

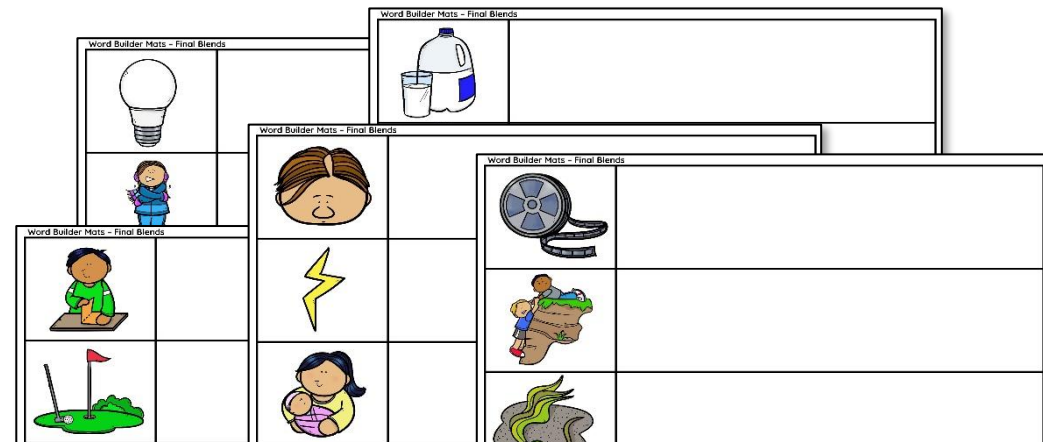
25 Printable Posters

Word BUILDING



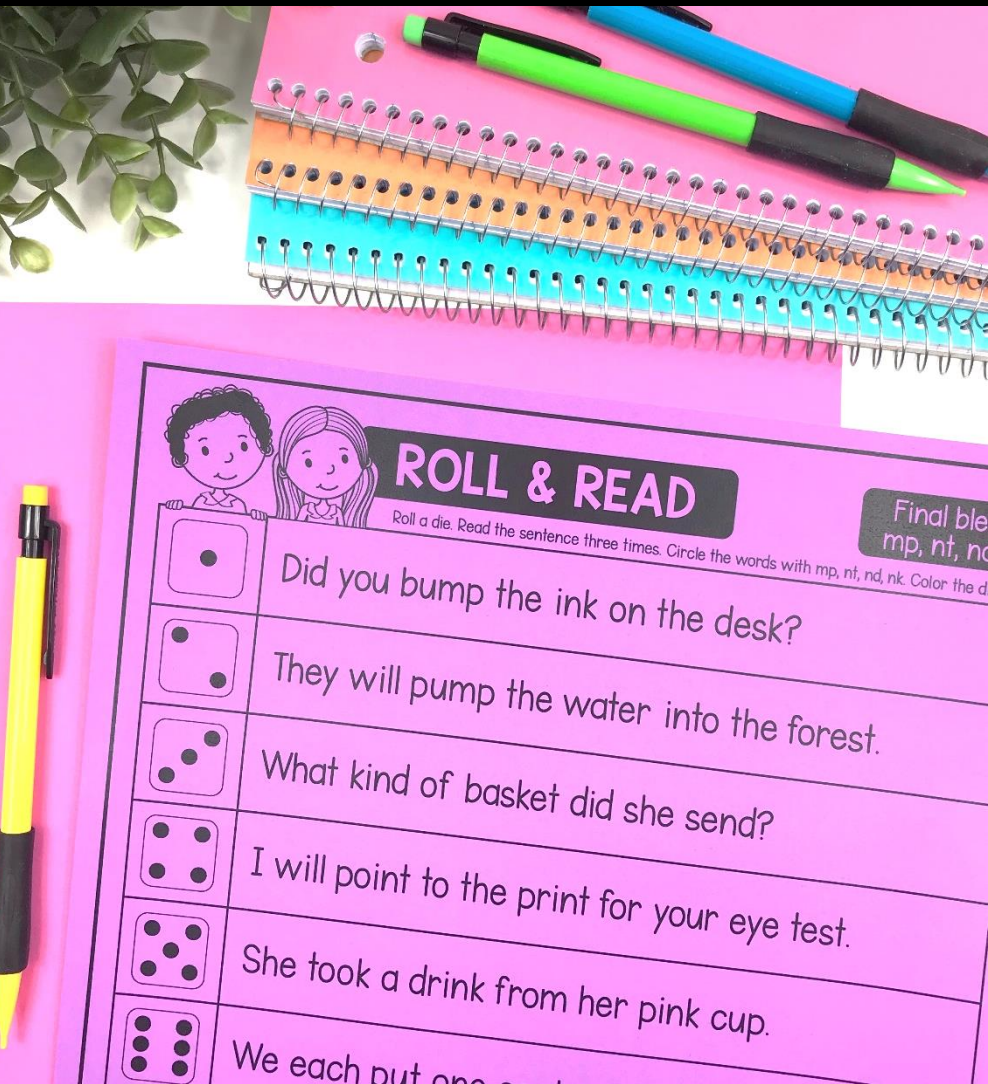
Blends included:

- Final L
- Final M
- Final N
- Final R
- Final S
- Final T



Easy prep centers

Fluency PRACTICE



Roll and Read



Fluency lists

Activity BOOKLETS



6 Ready to use booklets with six activities inside. Ideal for homework, centers & interventions

Inside the booklets:

- phonics passage
- comprehension questions
- sound identification
- reading decodable sentences
- writing sentences
- ABC order

Reading PASSAGES



Mark and Jax

Mark and his dog Jax were playing ball outside in the yard. Mark picked up the ball and threw it as hard as he could. Just as he threw it, Mark spotted a girl and her dog. Jax started to bark and snarl seeing a strange dog on his turf. Mark saw that it was his friend Pat and her dog Bo. Pat came to see if Mark and Jax wanted to go to the dog park.

Highlight the words in the story. Write

1. bark 5.
2. girl 6.
3. hard 7.
4. Mark 8.

ROLL & READ

Roll a die then read the sentence

- The bird will walk
- A red bird was i
- The ark was a c
- I can't wear a
- We put a cur
- My dad put t

- Read the passage three times. Color a star each time.
1. Where are Mark and Jax playing? Mark and Jax are playing in the yard.
 2. What did Jax do when he saw the girl and her dog? Jax barked when he saw the girl and her dog.
 3. Why did Pat come to see Mark? Pat came to ask Jax to go to the park.

Let's learn PHONICS

Final blends
rd rf rk rl

By _____

Burnt Toast

Kim was hungry. She found the bread and wanted to make some toast. She knew she had to ask mom first. Mom said, "If you want to make toast, there is a rule. The toast may burn. We need to be careful."

Highlight the words ending with sk, sp, and st in the story. Write the words in ABC order.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____

Birds in the Barn

It was a warm day. Sammy was visiting her grandpa's farm. Grandpa had told her there were baby birds in the barn. They had just been born. Sammy made a fast dash to the barn to see the babies. As she went into the barn...

Highlight the words ending with rm, rn, rp, and rt in the story. Write the words in ABC order.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Mark and Jax

Mark and his dog Jax were playing ball outside in the yard. Mark picked up the ball and threw it as hard as he could. Just as he threw it, Mark spotted a girl and her dog. Jax started to bark and snarl seeing a strange dog on his turf.

Highlight the words ending with rd, rf, rk, rl in the story. Write the words in ABC order.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

The Fishing Trip

Dan and dad were ready for their fishing trip. They were going to spend the day fishing on the big pond. Dan gave dad a hand with the fishing gear. "Put the poles in the trunk," said dad. When they got to the boat...

Highlight the words ending with mp, nt, nd, order. Write the words in ABC order.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Gold the Elf

It was December and time to get out the Christmas things. Anna was excited to see her Elf on the shelf. She got her last year and named her Gold. Mom told Anna, "Remember, Gold must stay on the shelf. He can't go anywhere else."

Highlight the words ending with lb, ld, lf, lk in the story. Write the words in ABC order.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

The Malt Shop

It was a hot, hot summer day. It was so calm outside with no breeze at all. Pete and Beth felt like they would melt in the heat. Mom came outside and said "I think I can help. Let's go to the malt shop for some ice cream!" Pete and Beth barked up "Let's go!"

Highlight the words ending with lm, lb, lt in the story. Write the words in ABC order.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

A Strong Smell

Tom woke up to a strong smell in his room. He knew something was wrong. He had to find out what the smell was. He looked around the house for a long time before he found out where the smell was coming from. The stink was coming from the kitchen. Tom rounded the corner and saw his dog and knew right away that his dog had been sprayed by a skunk! Tom's dog stunk!

Highlight the words ending with nd, ng, and nk in the story. Write the words in ABC order.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

ROLL & READ

Roll a die then read the sentence two times. Color the die.

- Chip wanted to get a drink.
- Mitch played at the park on the swing.
- Shane didn't blink when a bee stung him.

1. What did Tom wake up to? _____

Engaging stories with comprehension questions

Engaging CENTERS



Provide a variety of ways to practice reading, writing & spelling

Small Group MATERIALS



- Large letter cards
- Small student cards
- Word building mats
- Picture cards
- Word cards



a	b	c	d	e	f
g	h	i	j	k	l

a b

lm	sp	st	sk	rm
lt	rn	rp	rt	mp
lf	rf	rk	rl	nd
lk	nt	lb	ld	
nk	lp	rd		

Printable PRACTICE


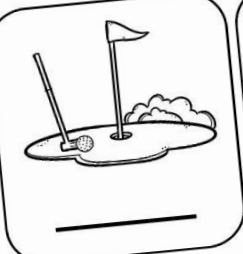


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No prep phonics worksheets ideal for

- homework
- assessment
- interventions
- added practice


Name _____

Write the picture names.







Use the words you wrote above to complete the sentences.

Frank and Hank were playing _____ at the park. Hank swung and missed the ball. He needed _____ to learn how to play golf. Frank offered to teach Hank. It was getting _____ outside and the light _____ at the park was burned out. The boys decided to come back tomorrow.



Read and color.



The black belt is _____

Did you buy a _____ shield?

TEACH PRACTICE ASSESS

SECOND GRADE PHONICS

Teaching POWERPOINT Hands-on CENTERS Reading PASSAGES Small Group RESOURCES Practice WORKSHEETS

FINAL BLENDS

Everything

**you need to help
your students
master foundational
phonics skills!**

Also available:

- Short vowels
- Long vowels
- Word families
- Initial consonant blends
- Digraphs

More units coming soon!