

**Phonics**  
**LESSON 40**    **Final Blends**

- The final blend category of phonetic elements includes: *ft, ld, lp, lt, and mp*.

This lesson is divided into two sections. Section 1 is the core lesson, which can be used with most students in a whole-class or small-group setting. The core lesson is designed to introduce, model, and practice the phonetic element taught. Section 2 consists of optional activities designed to reinforce the element taught in the core lesson. These optional activities work well for small-group and individual instruction.

	<b>MATERIALS</b>	<b>DECODABLE BOOK</b>
Final blend picture cards	Paper	<i>Lost in the Dump</i>
Word cards	Bingo cards and place markers	
Final blend cards	Practice sheet	
Word-family cards	Workmats	
Letter cards		

**SECTION 1**

**Student Objectives**

- Introduce final blends
- Blend final blend words
- Blend onset and rime
- Sort words
- Practice decoding
- Introduce new high-frequency words: *could, don't, so*
- Read the decodable book

**Introduce Final Blends**

**Materials:** Final blend picture cards

- Show students the final blend picture card for *belt*. Ask them to name the picture and tell you the sound they hear at the end of the word. Point to the letters *lt* on the card and tell them that the letters *l* and *t* stand for the blended sound /lt/ they can hear at the end of the word *belt*.
- Explain that *belt* ends with *lt*, which is one of the blended sounds in a group of sounds called final blends. Tell students that in a blend, two or three consonants are grouped together in a word, each letter keeping its own sound. The other final blends are: *ft, ld, lp, and mp*. Cite examples of words that use these blends (*craft, fold, yelp, grump*).
- Say the words *belt* and *bet* aloud. Ask students which word contains the final blend. Make sure students can differentiate between the two ending sounds.
- Show students the final blend picture cards one by one. Have them name each picture, point to the blend, and say the blended sound.
- Ask students to name other words that end with each of the blends, taking one final blend at a time. Write each final blend on the board. As students name a word, ask them to tell the blend it goes under. Then write each word under the appropriate blend.

**Blend Final Blend Words**
**Materials:** Workmats, letter cards

**NOTE:** If students have mastered individual sound/symbol relationships, you may want to skip this section and go directly to Blend Onset and Rime.

- Write the word *lump* on the board. Point out the final blend and ask students to blend the *m* and *p* together to make the blended sound. Next, run your finger under the letters as you blend the four sounds in *lump*: /l/u/m/p. Point out that the four letters are blended together to form the four sounds in the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Repeat the blending activity with the words *stump*, *welt*, *soft*, *weld*, and *yelp*. Take one word at a time. When students have blended the words, ask volunteers to come up and circle the final blend in each word. Have a volunteer point to each final blend as the rest of the group says the sound.
- If students need more work with blending words, give them the letter/blend workmat and letter cards to blend the words above. Have students line up the card for each sound in each word under the boxes on their workmat. Model how to push up each sound of the final blend into the boxes on the workmat and blend the letters to indicate the sound the blend makes. Have students then push up and sound out the remaining letters of each word in order on their workmat.

**Blend Onset and Rime**
**Materials:** Letter cards, word-family cards

- Tell students they are going to practice reading words with a final blend. Model using the letter cards and word-family cards.
  - ❶ Place the *amp* word-family card in a pocket chart or along the ledge of a chalkboard. Remind students that this is the *amp* word family. Ask students to identify the final blend in the word family. Place the *c* letter card in front of *amp*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: *c/amp*. Have students repeat.
  - ❷ Replace the *c* card with the *l* card. Repeat the process with the new word.
  - ❸ Take out the cards and replace the *amp* card with the *ift* card. Have students name the word family and the final blend. Place the *l* card in front of *ift*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: *l/ift*. Have students repeat.
  - ❹ Replace the *l* card with the *s* card. Repeat the process with the new word.

- 5 Take out the cards and replace the *ift* card with the *olt* card. Point out that this word family makes a long vowel sound. Have students name the word family and final blend. Place the *m* card in front of *olt*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: m/olt. Have students repeat.
- 6 Replace the *m* card with the *c* card. Repeat the process with the new word.
- 7 Take out the cards and replace the *olt* card with the *ild* card. Point out that this word family makes a long vowel sound. Have students name the word family and final blend. Place the *w* card in front of *ild*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: w/ild. Have students repeat.
- 8 Replace the *w* card with the *m* card. Repeat the process with the new word.
- 9 Take out the cards and replace the *ild* card with the *elp* card. Have students name the word family and final blend. Place the *h* card in front of *elp*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: h/elp. Have students repeat.
- 10 Replace the *h* card with the *y* card. Repeat the process with the new word.

### Sort Words

#### Materials: Final blend cards, word cards

- Place one of each final blend card on the top row of a pocket chart or along the ledge of a chalkboard. Ask volunteers to come up one at a time, select a word card, say the word, and place it under the correct blend. Continue until all the word cards are placed correctly. Once all the words have been sorted, have students read aloud the words under each blend.

### Practice Decoding

#### Materials: Decodable book *Lost in the Dump*, practice sheet

- For students who seem to have a grasp of decoding final blend words and previously taught decodable and high-frequency words, provide extra practice with the text by allowing them to independently read:
  - the practice sheet
  - the decodable book *Lost in the Dump*
- Some students may benefit from having the decodable book introduced and pre-taught before they read the book. Strategies might include introducing and practicing high-frequency words used in the book, teaching special word structures, and doing a book walk.

**Introduce New High-Frequency Words: *could, don't, so***

- Tell students they are going to learn three new words that they need to be able to recognize and read quickly. Write the words *could*, *don't*, and *so* on the board, and read them as you point to each word. Then have students read each word with you.
- Have students write the word *could* in the air with their finger as you spell it out loud with them, pointing to each letter on the board as you say the letter name. Repeat the process with the other words.
- Use each high-frequency word in a sentence. Have students make up their own sentences using each of the high-frequency words. You might want to challenge them to make up a sentence that uses both words.

**Read the Decodable Book**

**Materials:** Decodable book *Lost in the Dump*

**NOTE:** See the “Elements Used in This Book” section, found at the start of the decodable book, for a list of words and skills covered in the book. Pre-teach these elements as necessary.

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask students what they see in the picture and what they think the story might be about. Ask a student to point to the blends in the words *Lost* and *Dump*.
- Give students a copy of the book. Have them preview the pictures and predict the story. When they get to page 8, ask students what they think would make the best ramp from the dump.
- Have students read the book. You may want them to whisper read so you can monitor their progress. When they have finished reading, take time to discuss the book and check for understanding. Ask students to describe the ramp the characters got and what they used it for.

**SECTION 2** Optional Lesson Activities (for students who need additional practice)

**Student Objectives**

- Blend final blend words
- Blend onset and rime
- Manipulate onset and rime
- Spell and write final blend words
- Complete learning center activities

**Blend Final Blend Words**
**Materials: Workmats, letter cards**

- Give students the letter/blend workmat and the letter cards. Say the word *gulp* and have students listen for the sounds in the word. Ask students to select the letter cards they need to spell *gulp*. Provide help as needed. Have students line up the cards for each sound under the boxes on the workmat. Ask them to blend each sound as they push the letters into the boxes. Then have them say the word *gulp* aloud.
- Repeat with the words *gift*, *held*, *melt*, and *stomp*.

**Blend Onset and Rime**
**Materials: Workmats, letter cards, word-family cards**

- Give students the onset/rime workmat, the letter cards, and the word-family cards. Say the word *lamp*. Ask students what rime they hear at the end. Have students place the *amp* word-family card in the box on the right of their workmat. Ask them what final blend they hear in this word family. Have students identify the onset they need to put at the beginning of *amp* to make the word *lamp*. Have them place the *l* card in the box on the left. Write the word on the board. Have students check their spelling of the word on their workmat with the word on the board. Then have them blend the sound in the onset with the sounds in the rime.
- Say the words *camp*, *sift*, *molt*, *mild*, *help*, *lift*, *colt*, *wild*, and *yelp* one at a time and have students use the letter and word-family cards to spell the words on their workmats. Have them blend the onset and rime as they make each word. Write each word on the board as students finish making the word on their workmat. Have students check their spelling of each word on their workmat with the word on the board.
- Once all of the words have been made, have students read the words on the board. You can extend the activity by having students make their own words on their workmat.

**Manipulate Onset and Rime**

**Materials:** Workmats, letter cards, word-family cards

- Use the onset/rime workmat, the letter cards, and the word-family cards to make new words. Start with the *eld* word-family card in the final position on the workmat and have students substitute the letter cards in the initial position to make new words.
- Repeat the previous activity with the *elp*, *ift*, *ild*, *ilt*, *imp*, and *olt* word-family cards. Have students substitute the letter cards to make words they know.

**Spell and Write Final Blend Words**

- Dictate several final blend words and have students write or spell them (*bump*, *swift*, *bolt*, *gulp*, *cold*).
- Dictate simple sentences for students to write.
  - She is very swift.*
  - I have a bump on my hand.*
  - I got the bolt for you.*
  - He took a gulp of his drink.*
  - We feel hot, not cold.*

**Learning Center Activities**

**Materials:** Final blend picture cards, paper, word cards, Bingo cards, place markers

- Tell students to sort the final blend picture cards by the final blend in each word. Have students place each picture card under the correct final blend card. Students can work with a partner to sort the words.
- Have students pick four to six final blend words and use them to create a story on paper about what the characters do with the ramp after Brent's leg heals.
- Give each student a blank Bingo card. Have them write final blend words from the word cards on their Bingo card. Place the word cards upside down. Have students take turns drawing a word and saying it aloud. Have them put a place marker on their card if they find a word that matches the one read. Continue playing until a student has marked three words in a row on his/her card.