

# LIT KIT 2: CONSONANT BLENDS

## Phonics

**Kit 2** supports your child's reading of consonant patterns, including blends, final double consonants, nasal blends and three-letter blends.

### WHAT'S INSIDE?

This kit includes 12 decodable books and one Blend Flip Book, covering four important skills:

- **Skill 1: Two Consonant Blends.** Blends are two consonants together, in which you say each sound. In Skill 1, your child will read consonant blends at the beginning of words, like "st" in "stub" and at the end of words, like "st" in "pest."
- **Skill 2: FLSZ (Final Double Consonants).** Books in this skill will help your child read words where double consonants (like "ss" or "zz") appear at the end of words, such as "press" or "fizz." These double consonants create a single sound.
- **Skill 3: Nasal Sounds (nk, ng, nt, mp, nd).** This skill focuses on blends and digraphs that involve nasal (sometimes called "glued" or "welded") sounds, such as "nk" in "bank" or "ng" in "fling."
- **Skill 4: Complex Blends (Digraph Blends & Three-Letter Blends).** Finally, your child will read blends of three consonants that work together, like "scr" in "scrub" and digraph blends that combine a consonant sound with a digraph, like "nch" in "lunch" or "shr" in "shrub."

### HOW TO USE THIS KIT:

#### READ

Refer to the back of this guide for more on reading decodable texts together.

- **Start with Skill 1:** Begin with books that focus on two consonant blends. Encourage your child to sound out both consonants separately before blending them together (e.g., "s-t-op" to read "stop").
- **Move to Skill 2:** Move on to books that focus on final double consonants (FLSZ). Help your child notice how the final consonants make a single sound, as in "glass," "hill," "stuff" and "buzz."
- **Practice Skill 3:** Nasal blends can be tricky, so take your time with these books. Point out how the "nk" or "ng" blend together and seem to make one sound, and practice saying those sounds with your child.
- **Challenge with Skill 4:** Finally, tackle digraph blend and three-letter blend books. Encourage your child to break the blends into smaller parts if needed (e.g., "sh-r-ub" to read "shrub" or "m-un-ch" to read "munch").

#### PLAY

- **Use the Blend Flip Book.** Take turns flipping the beginning, middle and ending letters to form new words. Read the word aloud together.
- **Try a scavenger hunt!** Flip to a Blend (e.g., "gr").
  1. Search around the house or in books for objects or words that start with the chosen blend (e.g., "grass," "grill," "grin").
  2. Create a list or take pictures of what you find!

#### EXTEND

Try this writing activity to reinforce the skills in this kit!

- **Sound Detective.** Have your child pick three words from the books in this kit that use different patterns (two consonant blends, double consonants, nasal blends or three-letter blends).
  1. Write each word on a piece of paper.
  2. Break each word into its sounds (e.g., s-t-ung). Ask:
    - "What sound did we hear first?"
    - "What came next?"
    - "What's the last sound you heard?"
  3. Write a silly sentence using each word.

### TIPS FOR CAREGIVERS:

- **Talk About Sounds:** While reading, point out the specific blends or patterns your child is learning. Ask questions like, "What sounds do you hear in 'stung'?"
- **Use Daily Examples:** After reading, look for real-life examples of words that use the same blends or consonant patterns. Point them out during everyday conversations or while out and about.
- **Practice Makes Perfect:** Reread books or play word games to reinforce the skills. Games like I Spy ("I spy something that ends with 'nk'") can make practice more fun!
- **Celebrate Success:** Praise your child when they successfully read a challenging word. Positive reinforcement encourages them to keep trying. Praise their effort ("you worked hard to get that!") rather than their intelligence.



Learn more about our  
Lit Kit Phonics collection.  
<https://www.slpl.org/lit-kit/>



## HOW TO USE DECODABLE TEXTS:

Decodable texts give children the opportunity to practice the phonics strategies they have learned in the classroom. When children read these books, they use their blending and segmenting abilities to decode the words in the text.

### *Before reading the book:*

1. Look at the cover and ask your child to read the title or read the title with your child.
2. Ask your child what they think the book will be about.
3. Look at the inside front covers and back covers of the book to see if there is a practice word list.
4. Ask your child to read these words first as a review before reading the book.

### *During reading:*

1. Encourage your child to slide their index finger under the words as they read them.
2. If your child gets stuck on a word, wait a few seconds before you step in to help.
3. If your child needs help or asks for help, try 1-2 of the strategies below to help them figure out the word.

***"Look at the letters in the word. What letters do you see? Can you say the sounds?"***

(This prompt encourages children to focus on the printed letters and connect them to sounds.)

***"Say the sounds in the word slowly as you slide your finger under them."***

(If your child struggles with saying the sounds, you can say the sounds and ask them to repeat them after you.)

***"Blend the sounds together as you slide your finger under them."***

(After saying each sound separately, your child can try to put the sounds together.)

***"I will read this word, and you say the word back to me."***

(Use this prompt for words your child does not know and cannot sound out after trying the other prompts.)

After your child figures out the word they were stuck on, make sure they go back to the beginning of the sentence to build fluency and improve comprehension of the text.

If your child reads a word incorrectly and they don't correct themselves, ask them to go back to that word. You can help them with any of the suggested prompts above. Remember to keep it positive. If you or your child start to feel frustrated, it might be time for a break!

*Please keep this insert inside the kit.*

