

PHONICS PRACTICE

Simplified

Blends & Digraphs

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Introduction

Studying phonics helps students read new words by sounding them out. Students use phonics to decode a word by associating the printed letters with the speech sounds the letters represent. The sounds are then blended to pronounce the word.

Consonant blends consist of two or three letters whose sounds are blended but not changed when pronounced in a word. In the word *break*, for example, the letters *b* and *r* are both pronounced distinctly and yet are heard as one unit of sound. In this book, two-letter blends are presented first because they are easier to learn and appear more frequently in textbooks. Three-letter blends are introduced later.

The activities provide practice in

- recognizing the blend sound in a word using picture clues;
- using a blend to complete words;
- choosing words with blends to complete sentences; and
- choosing words to match meanings.

A *digraph* is a combination of two letters that represents a single speech sound. That is, the two letters that form a digraph no longer retain their individual sounds, but form a new sound when pronounced in a word. For example, when the consonants *s* and *h* appear in a word as a digraph, they make the sound as in the word *shirt*. In this book, the lessons on digraphs are taught in the same manner as the blends.

The review pages, which occur throughout the book, provide practice in discriminating blends or digraphs. This book, *Blends & Digraphs*, as well as the other books in this series, can be used at home or in school. At home, the books may be used to enrich or supplement schoolwork. In school, the teacher may use them as a phonics text in the primary grades or as a supplementary aid for students who need extra help in phonics. Students ready for more challenge may be able to use these books independently. Teachers at the junior high or high school levels who have poor readers will also find these books to be an effective tool for remediation in phonics.

Complete each sentence. Use a word that begins with **br** and rhymes with the word in the box.

br

- fan** May I have some _____ cereal?
- lakes** This car has good _____.
- death** I am all out of _____ after I run.
- cook** We go swimming in the _____.
- sing** _____ those books to me.
- room** They used a _____ to sweep the stage.

br

Write **br** in each set of blanks to form a word. Draw a line from each word to its meaning.

- _____ ain ● to smash something
- _____ eak ● not afraid
- _____ ead ● what you think with
- _____ oken ● the color of chocolate
- _____ ave ● the outside of a sandwich
- _____ own ● in pieces

Complete only the words that contain **dr**. Cross out the pictures whose names do not.

dr

_____ ill _____ ock _____ op

_____ apes _____ ess _____ ane

_____ ive _____ apes _____ aw

dr

Complete each sentence. Use a word that begins with **dr** and rhymes with the word in the box.

- cry** Is the paint _____ yet?
- think** Here, have a _____ of milk.
- stove** They _____ to the lake.
- hums** Debbie is learning to play the _____.
- brain** He threw the water down the _____.
- wagon** The knight made friends with the _____.

Write the name of each picture. Use a word that begins with **pl**.

pl



pr

Complete the words that contain **pr**. Cross out the pictures whose names do not.

_____ ize _____ ane _____ esent

_____ in _____ ice _____ agon

_____ une _____ incess _____ ag

Complete only the words that contain **sl**. Cross out the pictures whose names do not.

sl

_____ ed _____ ippers _____ y

_____ ue _____ ide _____ eeve

_____ ice _____ eep _____ ots

sl

Complete each sentence. Use a word that begins with **sl** and rhymes with the word in the box.

- row** The snail is a very _____ animal.
- deep** It is time to go to _____.
- pot** Put your quarter in the _____.
- nice** May I have a _____ of cheese?
- ham** Please do not _____ the door.
- tip** Don't _____ on the ice!

Complete only the words that contain **sw**. Cross out the pictures whose names do not.

sw

 _____ an	 _____ eater	 _____ eel	 _____ ing	 _____ eeve	 _____ eep	 _____ amp	 _____ itch	 _____ ail
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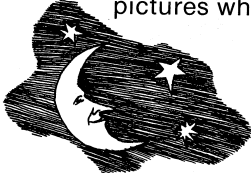

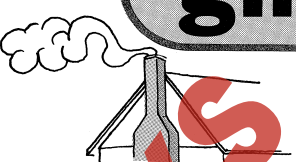






sw

Write **sw** in each set of blanks to form a word. Draw a line from each word to its meaning.

- | | |
|-------------|----------------------------------|
| _____ im | • has the taste of sugar |
| _____ eet | • quick |
| _____ ift | • to move through the water |
| _____ ell | • to move back and forth |
| _____ allow | • something you do after chewing |
| _____ ing | • to grow larger |




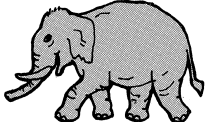
In many words the letters **gh** are silent. Complete only the words that contain a silent **gh**. Cross out the pictures whose names do not.

gh

 ni _____ t	 slei _____	 _____ imney
 co _____	 ei _____ t	 kni _____ t
 wei _____	 ti _____	 li _____ t

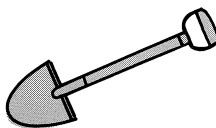


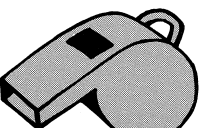
gh

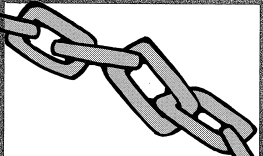
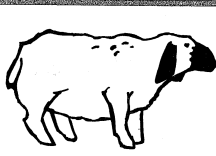

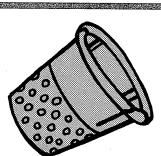
Sometimes **gh** makes the sound of **f**. Complete these sentences by filling in the blanks to make a word. Each word should contain **gh** sounding like **f**. Use the picture clues if you are not sure.

- He has a cold and a c _____ . 
- She has had e _____ to eat. 
- People like to l _____ . 
- An elephant's skin feels r _____ . 

Draw a line matching two pictures whose names begin with the same digraph.

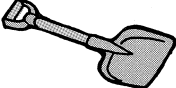



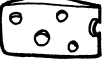


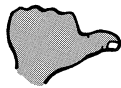

REVIEW

			
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REVIEW

Say the name of each picture to yourself. Circle its beginning sound.

 st sl sh	 ch sh cr	 sh th tr
 wh ch wr	 sh ch wh	 sh th ck
 fl sh ph	 ph th st	 th ch sh


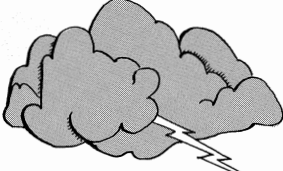
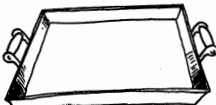



Read each sentence. Complete the word in each sentence by writing **ck**, **nk**, **ng**, or **gh** in the blanks.

REVIEW

- Jenny had five dollars in her piggy ba _____ .
- That smoke is making me cou _____ .
- Yes, I was wro _____ about that.
- Would you like a dri _____ of lemonade?
- Wow! This is my lu _____ y day!

REVIEW

Write a word to name each picture.

	_____		_____
	_____		_____
	_____		_____