

SENTENCE LABELS: CONSONANT BLENDS (BLUE SERIES) WITH PICTURES

Material

- Sentence labels having the consonant blends used in sentences with pictures to match:

Blue Series

1. /bl/:

The block is in his hand.
The pentagon is black not red.
The blond has a pink top.
Blend in the milk.
Tad and Sam jump from the bluff.

2. /br/:

The brig will go fast.
Jack holds the brim of the hat.
The brad has rust.
Mom wants me to have bran and milk for snack.
A trumpet is a brass instrument.

3. /cl/:

They clap for you and Bob.
The clam shells are small and tan.
Clubs are in his hand.
The cliff is big and tall.
The clock is gold and black.

4. /cr/:

That crack is big.
Cross in front of the bus.
The crab is not big.
The crop is alfalfa.
The crest is at the top.

5. **/dr/:**
 The Mexican dress has frills at the hem.
 The drop on the twig is small.
 The drums are big and tan.
 Jim drills into the plank.
 Drink the milk from the glass.
6. **/fl/:**
 Flab is a roll of fat.
 The flag is in the wind.
 Floss is best for you.
 The dog bit the flat ball.
 Flan is a Mexican dessert.
7. **/fr/:**
 The frock and hat are from dad.
 Ann has frills on the pink dress.
 The fret is on the neck of the instrument.
 The small frog is on the twig.
 The frost is bad for the plant.
8. **/gl/:**
 Ann is glad to run in red keds.
 The glass is not full.
 The lip gloss is red.
 Jan is glum.
9. **/gr/:**
 The glen is flat and hot.
 The grill is hot.
 His grin is for you.
 We run on the grass for fun.
 Grab a man fast!
 Jan won the grand red gift.

10. /pl/:
- Put the plug in fast.
The red plums are on the stems.
What is six plus seven?
The plant is small but it will get big.
The plans help the men do the job.
11. /pr/:
- The pram rolls fast.
Small print fits on the label.
The prop is a puppet.
Emma primps just for fun.
Press the button if you want to go up.
- 12, /sc/:
- Pick up the pan and scald the carrots.
The scab helps the skin get well.
The scalp is the skin on the skull.
The scallop is soft.
This is a scan of the skull.
13. /sk/:
- Do not skip the six!
The skull is big.
Sam will skid and fall.
His skin is pink.
Tom has a lot of skill in chess.
14. /sl/:
- Slam the ball across the net.
The sled is fun.
You can put it into the slot.
A slug is flat on the bottom.
The slat is at the top.

15. **/sm/:**
This is a lot of smog.
Smelt is plentiful.
This hand is small.
Smell the buds.
Nell is smug with the pink dress.
16. **/sn/:**
The snack had jam.
Snap, snap went the camera..
Don't snag that!
Cut with a snip, snip, snip!
The dog sniffs a cat.
17. **/sp/:**
The spill is a mess.
Spin the ball and win.
Can you spell jam?
Do not spend all of it.
The spot on the pocket is from the pen.
18. **/st/:**
Stop fast.
The stump is the bottom, not the top.
The music is on the stand.
The stamp is small.
The gum is stuck.
19. **/sw/:**
This animal is swift.
Nan, have a swig of the drink.
You can swim
The swan can swim.
The swamp has plants and animals.

20. /tr/:

I did not trick you if you can find the red ball.

Trim the plant with a snip, snip, snip.

The trunk is big and tan.

The tram was fast.

The men run on the track.

21. /tw/:

The twins have pink hats and no socks.

The animal is on the twig.

If you twist you can get up.

The fabric is twill.

He can twang, can you?

- Lead pencils
- Lined paper

Presentation 1:

1. Invite the child to work with the consonant blend sentence labels and pictures.
2. Show the child where the consonant blend sentence labels and pictures are located on the shelf.
3. Select the container with the sentence labels and pictures for /bl/ and carry it to the table or rug.
4. Place the container in the upper left of the table or rug.
5. Remove the pictures one at a time, placing them in a column below the container.
6. Select a sentence label.
7. Read the sentence.
8. Select the picture that corresponds to the sentence.
9. Place the sentence below the picture.

10. Re-read the sentence, and then point to the picture.
11. Select another sentence label and continue in this same manner.
12. Continue with the remaining sentence labels.
13. Invite the child to write the sentences on lined paper.
14. Return the sentence labels to the container.
15. Return the pictures to the container.
16. Return the material to the language shelf.

Presentation 2:

1. The child continues through the sets of consonant blend sentence labels and pictures.

Control of Error:

1. The pictures.
2. The adult or another child.

Language:

1. Reading the sentences.
2. Discussion of the pictures and the words.

Direct Aim:

1. Order, concentration, coordination, independence, and self-esteem.
2. Reading sentences.

Indirect Aim:

1. Understanding the relationship between the picture and the sentence to represent the picture.
2. Learning to read sentences.

Point of Interest:

1. Reading written words in sentences.
2. Writing words in sentences.

Age:

5 to 6 years