

Finding Blends and Phonemes



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Blend flashcards for

bl	br
cl	cr
dr	fr
fr	gr
gr	pr

Blend flashcards 2

pr

sc

sk

sl

sm

sn

sp

squ

st

str

Blend flashcards 3

sw

tr

scr

shr

spr

thr

Blend flashcards 4

My Itty Bitty Book Of Blends	My Itty Bitty Book Of Blends
My Itty Bitty Book Of Blends	My Itty Bitty Book Of Blends
My Itty Bitty Book Of Blends	My Itty Bitty Book Of Blends
My Itty Bitty Book Of Blends	My Itty Bitty Book Of Blends
My Itty Bitty Book Of Blends	My Itty Bitty Book Of Blends

digraph flashcards 1

ch

ck

gh

ng

qu

ph

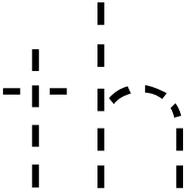
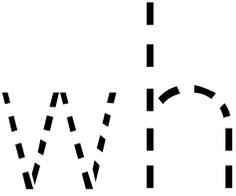
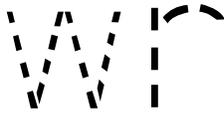
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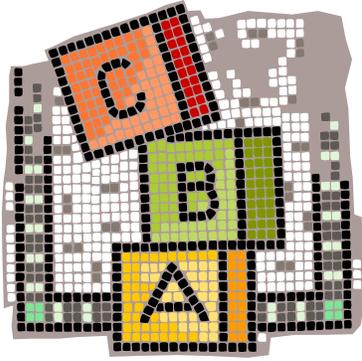
sc

sch

sh

digraph flashcards 2

	
	<p>My Itty Bitty Book Of Digraphs</p>
<p>My Itty Bitty Book Of Digraphs</p>	<p>My Itty Bitty Book Of Digraphs</p>
<p>My Itty Bitty Book Of Digraphs</p>	<p>My Itty Bitty Book Of Digraphs</p>
<p>My Itty Bitty Book Of Digraphs</p>	<p>My Itty Bitty Book Of Digraphs</p>



Here's the skinny on phonograms:

- Most phonics studies seem to agree that there are 44 phonic sounds that make up the English Language.
- Children need to be able to spell these sounds so that they can make words so that they can learn to read.
- These groups of letters are known as phonograms.
- When a word has the same phonogram it is called a family. ie, oy: boy, joy, toy are all in the same family.
- Because they sound alike, these words are referred to as rhyming words as well.
- Phonograms can appear at the beginning, middle or at the end of a word.
- I found a few discrepancies when I started making a list of common phonograms. I searched websites, grammar books, and asked teachers. I came up with a list of 74.
- Some of them make more than one sound.
- I think that's why learning letter sounds is sometimes difficult for some students.
- If you see a number after a phonogram it denotes how many sounds that letter can make.
- There is some argument whether an a makes 4 or 5 sounds. I'll leave that up to you. It's pretty hard to hear the difference between want and walk. If a teacher has a problem, I doubt a child can tell the difference so for argument's sake we'll agree to disagree. I put down 4 sounds.



Alphabet Phoneme Examples; The boxes denote more than one sound.

A

cat
hate
car
walk

G

go
giraffe

N

nest

U

put
up
unite
turn

O

on
open

H

Horse

V

vulture

B

Ball

I

ice cream
Indian

P

pig

W

wagon

C

camp
circle

J

Jump

Qu

queen

X

x-ray
fox
xylophone

D

doll

K

kite

R

ring

E

egg
easy

L

lion

S

sun
days

Y

yellow
army
fly

F

fun

M

mom

T

tree

Z

zoo

Phonogram Check List

Single Phonograms

a/4	b	c/2	d
e/2	f	g/2	h
i/2	j	k	l
m	n	o/4	p
r	s/2	t	u/3
v	w	x/2	y/3
z			

Phonogram Check List

Multiple Phonograms

ai	ar/2	ay	au/2
augh	aw	ci	ch/3
ck	ea/3	ear	ed/3
ee	ei/2	eigh	er
eu	ew/2	ey/2	gh
gn	gu	ie/2	igh
ir	kn	ng	oa
oe	oi	oo/2	ou/4
ow/2	oy	qu	sc/2
sh	si	tch	th/2
ti	ui/2	ur	wh
wr			

Phonogram
Examples:

ci
special

ed
red
feed
watered

ey
they
eye

ai
pail

ck
check

ei
either
veil

gh
ghost

ar
art
care

dge
bridge

eigh
eight

gn
sign
gu

ay
hay

ea
eat
head
break

er
her

ie
pie
field

au
author

ear
tear

eu
eulogy

igh
high

augh
taught

ee
feet

ew
few
grew

ir
first

aw
saw

kn

knee

ng

ring

oa

boat

oe

toe

oi

soil

oo

school

floor

ou

out

four

you

country

ow

cow

row

oy

boy

qu

queen

sc

science

scum

sh

sheep

si

vision

tch

itch

th

the

with

ti

nation

ui

fruit

guilt

ur

nurse

wh

white

wr

write

Alphabet Phoneme Assessment: The boxes denote more than one sound.

A

H

O

V

B

I

P

W

C

J

Qu

X

D

K

R

Y

E

L

S

Z

F

M

T

G

N

U



Come Bend And Blend With Me!

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To have fun with blends and a few digraphs I make it into movements.
I tell my students ***“Come Bend and Blend With Me!”***
Do the entire song B to W or stop whenever you want and continue the next day.

These are the blends/some digraphs in alphabetical order.
I put my list on the floor in front of me, or on the board and I have my students
“Monkey see-Monkey do me. “

OK come Bend and Blend with me! (I bend over and touch my toes.
Then I pretend I’m stirring a pot blending something. I have them say the blend and the
example word and then do the movement. They giggle and we have lots of fun. It’s a
great way to get the concept into their heads!

bl- blink blink blink (I have them blink their eyes and say the word three times.)

br- brush brush brush (I’m brushing my hair and they are copying me.)

ch-chew chew chew (Pretend to chew.)

cl- clap clap clap (We clap our hands 3 times.)

cr- crush-crash-crunch (We pretend we are crushing, crashing and crunching
something in our hands.)

Come and bend and blend with me. (Repeat movement of touching toes and
stirring pot.)

cr-crawl (We’re on the floor like babies crawling around.)

cr-cry (We’re sitting on the floor pouting and rubbing our fists on our cheeks
pretending to cry.)

dr- draw (Pretend to draw.)

dr-dress (Pretend to dress, getting up as you go.)

dr-drive (Hold steering wheel and rotate back and forth.)

dr-drum, drum, drum (Pretend to play the drum with sticks.)

Come and bend and blend with me. (Repeat movement of touching toes and stirring pot.)

fl flap-flap-flap (Elbows bent, flap like a chicken.)

fl floss-floss-floss (Floss teeth.)

fl- fly----- (Arms out and fly around room.)

fr- freak (Pretend to go nuts.)

fr- freeze (Make some movements then they stop and freeze when you say freeze!)

gl- glance (Whirl around, stop and look.)

Come and bend and blend with me. (Repeat movement of touching toes and stirring pot.)

gr-grab (Students grab another child gently, or if this is too crazy, then have them pretend to grab something.)

gr-grunt (Everyone says ugh!)

ph-phone (Pretend to talk on the cell phone.)

pl-play (Everyone pretends to play a guitar.)

pl-pledge (Put your hand on your heart like you're saying the Pledge of Allegiance.)

pr-pray (Pretend to pray) For Christian schools.

pr-promise (Hold up right hand like a Boy/Girl Scout promise.)

qu-quiet (Put your index finger on your lips as if to say shhhh.)

Come and bend and blend with me. (Repeat movement of touching toes and stirring pot.)

scr-scratch (Scratch all over.)

sl-slap (Children slap their thighs.)

sl-sleep (Children pretend to sleep by folding their hands and putting them at the sides of their head.)

sl-slump (Children hunch their shoulders forward and slump forward.)

sl-slurp (Everyone makes a slurping noise.)

Come and bend and blend with me. (Repeat movement of touching toes and stirring pot.)

sm-smell (Everyone sniffs the air and points to their nose.)

sm-smooch (Everyone puckers their lips and makes a kissing noise.)
sn-snap (Everyone snaps their fingers.)
sn-snuggle (Everyone hugs themselves.)
sp- spank (Everyone slaps their behind.)
sp-spin (Everyone turns around.)
sp-spy (Everyone puts their hand above their eyebrows and looks to the left and right.)

Come and bend and blend with me. (Repeat movement of touching toes and stirring pot.)

sq-squat (Everyone squats down then jumps up.)
st-stare (Children stand straight with their arms at their sides and stare straight ahead.)
st-step (Everyone takes one step forward at the same time.)
st-stomp (Everyone stomps 3 times.)
str- stretch (Everyone pretends like they are yawning and stretching.)

Come and bend and blend with me. (Repeat movement of touching toes and stirring pot.)

sw-sway (Sway to the left, then sway to forward then right, then sway backwards, always returning to the center.)
sw-swim (Children pretend to swim.)
swi **ng** (Pretend to swing a bat.)
sw-swoop (Use your right arm and hand and make it swoop from high above your head to down across your body.)

Come and bend and blend with me. (Repeat movement of touching toes and stirring pot.)

th- throw (Pretend to toss a ball)
th- think (Cock your head and tap your index finger on your chin.)
wh-whisper (Pretend to be telling a secret by cupping your hand and whispering.)
wr-write (Pretend to be writing.)

Come and bend and blend with me. (Repeat movement of touching toes and stirring pot.)

