

### Fluency Strategy

**Strategy:** Building Words with Blends. The students will match initial blends with word endings to read words.

**Appropriate Grade Level:** K-5

**Materials Needed:**

- A variety of blends written on sticky notes (all the same color)
- A variety of matching word endings written on sticky notes (all the same color, but a different color from the blends)
- A few cards with familiar words beginning with blends
- Chart paper with three columns, or large table space

**Procedures/Steps:** Tell students they will be making words with beginning blends and word endings, using the sticky notes. Remind them that blends consist of two consonants that are read together quickly.

1. Review the cards with the familiar words beginning with blends. Say other familiar words with beginning blends if students need more examples.
2. Place the sticky notes in two columns on the chart paper or table: one for beginning blends and the other for word endings.
3. Tell the students to take turns selecting one sticky note from each column, placing them together, and reading the word built from the two notes. If the word read is a nonsense word, the student should look to see if either the blend or ending could be switched with another to make a real word.
4. Place the created word in a third column. Continue step 3 until all the words have been built. Then, have students read all the words in the third column.

**Comments/Tips:**

- Have the students add a sticky note of their own with a different blend, vowel, or ending to make a different word.
- Have students write the words in their notebooks after building and reading them.
- This activity may also be adapted by writing the words with blends on cards and playing “Concentration.” Words are considered “matches” if they contain the same beginning blend and the student is able to read them correctly.
- For *English language learners*, check to make sure the students understand the meanings of the new words they are making. Also, be sure to distinguish between real and nonsense words, as well as teach the use and meaning of context-specific vocabulary (e.g., words with multiple meanings) to assist students in learning and reviewing vocabulary.

**Source:** Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.