

01 / CONSONANT BLENDS

Hear every sound. Blend the word.

A consonant blend has two or three consonants together. You can still hear each consonant's sound. Start with these two-letter blends.

Beginning blend	Practice words
bl • b + l	black • blot
cl • c + l	clap • clip
fl • f + l	flag • flip
fr • f + r	frog • fresh
gr • g + r	grin • grab
st • s + t	stop • step

Try one word together

Point under each letter in flag: f → l → a → g. Say each sound, then blend smoothly: flag. Keep both beginning sounds. Say sounds clearly; avoid adding an extra “uh.”

A blend is different from a digraph

In frog, f and r keep two sounds. In ship, sh spells one sound. Do not split sh into two sounds.

Your five-minute routine

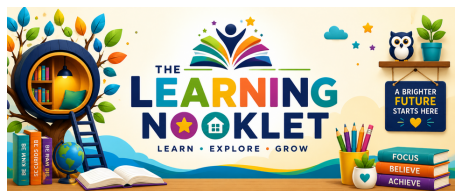
1. Model one word. 2. Read it together. 3. Let your scholar read two new words. 4. Write one word and read it back. 5. Read: The frog can jump.

A quick independent try

Ask: “What are the two beginning consonants?”

flip _____ grin _____ step _____

If your scholar gets stuck, model a different word with the same blend, then return to this word. Praise the sounds the child found. Take a short break when needed.



02 / FINAL E

Final e. A new vowel sound.

In the common vowel-consonant-e pattern, the final e is usually silent and the earlier vowel has a long sound, often its letter name. Compare these words:

Short vowel	With final e	Listen for
cap	cape	long a
kit	kite	long i
hop	hope	long o
cub	cube	long u, as in cube

Try cap → cape together

1. Read cap. Listen to its short a.
2. Add e: cape. Point to the a and the final e.
3. Say the long a sound. Blend c → long a → p.
4. Read cape. Do not say a separate sound for the final e.

Read, change, write

Read each pair. Circle the long-vowel word. Choose one pair to write.

tap / tape kit / kite hop / hope cub / cube

Put the skills together

Read: A frog sat by the gate.

Ask your scholar to find the blend in frog and the final-e pattern in gate.

Keep the pattern accurate

Final e does not always make the earlier vowel long. Common words such as have, give, and love do not follow this pattern. Read and practice them separately. Long u can also sound like “oo,” as in flute.

Parent answer check

Blends: flip = fl; grin = gr; step = st.

Long-vowel words: tape, kite, hope, cube.

Let your child attempt the word before you show or say an answer.

Puddle Power! Celebrate a careful try. Share which words needed help with your tutor. This practice guide supports instruction; it is not a reading assessment.

Teaching references: UFLI Foundations (ufl.edu/uflfi); Florida Center for Reading Research, second-grade family resources (fcrr.org).