

Lesson 57 Final Blends

Skill: final consonant blends: -st, -sk, -sp, -nd, -nt, -nk, -mp, -rd, -ld, -lp, -rk, -lt, -lf, -pt, -ft, -ct

Initial consonant blends (beginning) and final (ending) consonant blends appear throughout these lessons. Blends are consonants whose “sounds blends together”. In other words, each letter within the blend is pronounced individually, but quickly, so they “blend” together.

Read these words:

-st	-sk	-sp	-nd	-nt
best	ask	clasp	and	different
fast	desk	crisp	band	important
just	disk	cusps	blend	parent
last	dusk	gasp	end	plant
lost	husk	grasp	find	president
must	mask	lisp	kind	student
rest	risk	wasps	land	want
trust	task	wisp	stand	went



-nk	-mp	-rd	-ld	-lp
bank	camp	afford	child	gulp
drink	damp	bird	cold	help
junk	dump	card	fold	kelp
pink	jump	discard	gold	palp
sink	lamp	hard	held	pulp
shrink	pump	record	hold	scalp
thank	stamp	word	old	whelp
think	swamp	yard	wild	yelp





-rk	-lt	-lf	-pt	-ft	-ct
ark	adult	calf	accept	craft	act
clerk	belt	half	adopt	drift	direct
irk	difficult	elf	attempt	gift	expect
jerk	fault	golf	crept	left	fact
lurk	melt	gulf	except	lift	object
park	result	self	kept	raft	project
smirk	salt	shelf	slept	soft	respect
work	tilt	wolf	unkempt	waft	tract

* The "l" in calf and half is silent.

1. Work with your assistant and create a few oral sentences. Include as many words as possible from the list above in each sentence.
2. Circle all the words you used in your oral sentences.
3. Did your sentences tell about something or ask about something?

Read these sentences.

- Is it **best** to **ask** for **help** if the **task** is **too** hard?
- **Grasp** the **stand** **behind** you and **lift** it onto the **desk**.
- I **think** I'll **discard** this **lamp** and **dump** it at the **junkyard**.
- I will **accept** all the **stamps** **except** the **one** cut in **half**.
- **Does** the **student** **know** all the **consonant** **blends**?
- Please **stand** and show **respect** for our **president**.
- The **kind** **child** **left** her **soft** pillow on the **aircraft**.
- The **accident** wasn't my **fault** but the **result** was tragic.
- Is it **difficult** for a **speech therapist** to **correct** a **lisp**?
- Is that a **wolf** chasing the **calf** on the **golf course**?
- If the **jerk** **smirks** at the **clerk**, it will **irk** him.

Create two sentences. Include one or more words that end with **-st**, **-sk**, **-sp**, **-nd**, **-nt**, **-nk**, **-mp**, **-rd**, **-ld**, **-lp**, **-rk**, **-lt**, **-lf**, **-pt**, **-ft**, **-ct** in each sentence. Remember all sentences **begin** with a **capital** letter and **end** with a period (.), question mark (?), or exclamation point (!). Do not mix upper and lowercase letters.

Please illustrate your sentence in the space below or on the back of your paper.