

Lesson 5: More Consonant Sounds and Blends

I. Review: Mini-Quiz (5 minutes)

Best pronunciation contest: Consonant blend tongue twister!

The prudent plant planners pressed splintered screws to split the strong steel straight down the street.

II. Student Elevator Pitches (10 minutes)

Instructions:

- We will go around the room and each person will give their elevator pitch.
- We will use an AI tool to record and transcribe your pitch.
- The AI will then provide a new, corrected script for you.

III. Choral Reading: Consonant Clusters (10 minutes)

Introduction:

"Now, we will learn about consonant clusters. These are three consonants that come together. We will focus on those that appear at the beginning, in the middle, and at the end of a word. Just like our blends, each letter keeps its own sound. We will say them together:"

- **SCR** as in screw, scrape, scratch, script, scrawl
- **SPL** as in split, splash, splendid, splice
- **SPR** as in spring, spray, spread, sprout
- **STR** as in string, strong, street, stress, straighten
- **THR** as in throw, through, three, thrill, thrive

Middle Clusters:

- **-MPR** as in compress
- **-NTR** as in control
- **-SCR** as in prescribe
- **-STR** as in distress

Ending Clusters:

- **-SKS** as in risks
- **-RTS** as in starts
- **-LPS** as in helps

IV. Special Rule: SCH in Schedule

"Sometimes, English words do not follow the rules. This happens a lot with consonant clusters. The word 'schedule' is a good example. The letters 'sch' do not make the 's-c-h' sound."

"There are two common ways to say this word:

- The first way is like **school**: The 'sch' sounds like 'sk'. This is the American English pronunciation: sked-jool.
- The second way is like **shop**: The 'sch' sounds like 'sh'. This is the British English pronunciation: shed-yool.

The word comes from a Greek word that meant 'split' or 'divided', and it came to English through Latin and French. This is why the 'sch' spelling is so different from the pronunciation.

V. Echo Reading: Consonant Cluster Drills (10 minutes)

Instructions:

"I will say the words, and you will repeat them after me. Listen for the sound of all three consonants."

- scrap / strap
- spring / string
- scream / stream
- spray / stray
- split / spit
- shrub / strut

VI. Game: Consonant Cluster Charades (15 minutes)

Instructions:

"Now we will play a game of Charades! I will give one person a word with a consonant cluster, and they will act out the word without speaking. The rest of the class will guess the word. We will all listen to the sounds in the words as we say them."

Example:

A student acts out a picture of someone **sprinting**. The class guesses the word.

VII. Group Activity: Consonant Cluster Discussion (15 minutes)

Instructions:

"Now we will get into small groups to work on a speaking activity. I will give your group a topic related to work, and you must have a short conversation about it. You must use at least three words with a consonant cluster in your discussion."

Example:

Topic: A customer is unhappy with a **product** they received.

Student 1: "Our customer is **stressed** about the product. How can we **straighten** this out?"

Student 2: "I will **prescribe** a new **strategy** to **prevent** this from happening again."

Final Speaking Task: After you complete your discussion, practice saying each of the words in the conversation out loud in your groups. Make sure you are pronouncing the consonant clusters correctly.