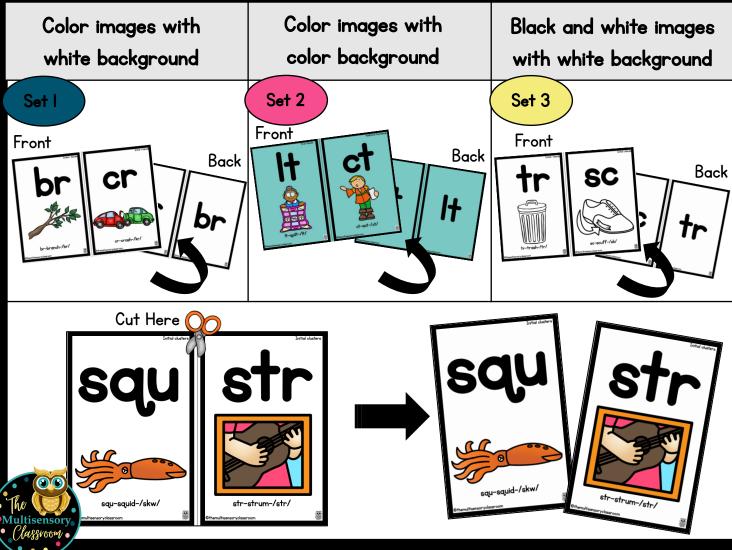


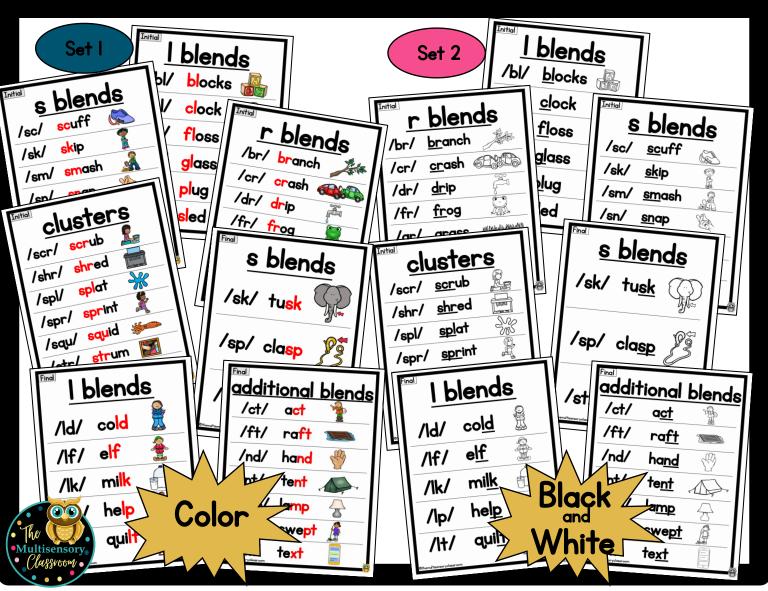


Cards may be printed single-sided (just the front) or double-sided (front and back)



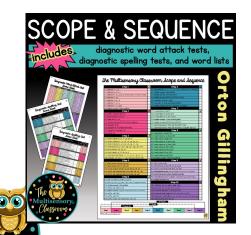


2 sets of 7 posters





All sets of blends are covered in The Multisensory Classroom Scope and Sequence; may also be used separately



Step 1	\checkmark		S	tep 6	, i	
.1 alphabet: t, i, s, n		6.1 open syllables			le, /ē/- 2 syllabl	es)
.2 alphabet: w, h, d, e		6.2 syllable conc				
.3 alphabet: b, u, p		6.3 syllable divis	tion: V/CV and	VC/V		
.4 alphabet: c, k		6.4 syllable divis	tion: VCCV as V	/CCV or VCC/	v	
.5 alphabet: a, m, l, g, o		6.5 consonant -le	e: short vowel			
l.6 alphabet:r,v,f,j		6.6 consonant -le	e: long vowel (op	pen syllable)		
1.7 alphabet: x, y, z, q(u)		6.7 syllable conc	ept: consonant	-le syllable		
.8 syllable concept: closed syllable		6.8 syllable divis	ion: consonant	-le		
Step 2	~		5	tep 7		
2.1 suffix: -s (as /s/ and /z/)		7.1 r-controlled:	ar (/ar/), or &	ore (/or/)		
2.2 glued sounds: all, am, an		7.2 r-controlled	er, ir, & ur (/e	er/)		
2.3 floss rule: f, l, s, z		7.3 syllable conc				
2.4 syllable division: VC/CV (2 closed syllables)		7.4 syllable divis				
2.5 digraphs: ck, wh		7.5 additional so			. ,	
2.6 digraphs: sh, th (voiced/unvoiced)		7.6 additional so			trigraph: dge (/j/)
2.7 digraph: ch; trigraph: tch				tep 8		
2.8 suffix:-ee		8.1 vowel teams:				
Step 3	\checkmark	8.2 vowel teams:		ē/)		
5.1 initial blends: bl-, cl-, fl-, gl-, pl-, sl-		8.3 vowel teams:				
3.2 initial r blends: br-, cr-, dr-, fr-, gr-, pr-, tr-		8.4 vowel teams:				
3.3 initial s blends: sc-, sk-, sm-, sn-, sp-, st-, sw-		8.5 vowel teams:				
3.4 initial clusters: scr-, shr-, spl-, spr-, squ-, str-, thr-	-	8.6 vowel teams:				
3.5 final s blends: -sk, -sp, -st		8.7 vowel teams:				
3.6 final blends: -ld, -lf, -lk, -lp, -lt		8.8 vowel teams:				
3.7 additional final blends: -ct, -ft, -nd, -nt, -mp, -pt, -xt		8.9 vowel teams:		en en distric		
5. suffixes: -ed (/ed/), -er, -ing (unchanging base words) Step 4		8.10 syllable cond		in syllable tep 9		
4.1 glued sounds: ang, ing, ong, ung	V	9.1 suffix rule: y		Tep 9		
 4.1 glued sounds: ang, ing, ong, ung 4.2 glued sounds: ank, ink, onk, unk 				an in would		
 4.3 exception glued sounds: ild, ind, old, oll, olt, ost 		9.2 co actions: words with are, is, would 3 c tions: words with have, not, will				
4.4 suffix rule: doubling rule (1-1-1) with -ed, -er, -ing	-				ichwa, accented syllabl	-
4.5 suffix rule: doubling rule (1-1-1) with -en, -est	- (und: schwa (2			
Step 5	5	9.6 multisyllable		-		wa)
5.1 VCe: a_e (/ā/), i_e (/ī/)		9.7 syllable divis			.,,,	
5.2 VCe: e_e (/ē/), o_e (/ō/), u_e (/ōō/, /ū/)		contraction of the				
5.3 syllable concept: VCe syllable		10.1 suffixes	XO			
5.4 suffix rule: silent e rule		10.2 .	10.00	e-, re-, un-		
5.5 syllable division: compound words (closed & VCe syllable word	is)	Van	phs: ch (/k			
5.6 suffix: -ed (/d/)	-	1 anced vo	wel teams: ea	(/ĕ/), eigh (/ā/), ie (/ē/)	
5.7 suffix: -ed (/t/)		10.5 advanced r-				or (/wer/)
5.8 suffix review: -ed review (/ed/, /d/, GO		10.6 silent letter				
		2 nd Gr	ade +			
		I st Grade				
Kindergarten						
Step I Step 2 Step 3 Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step

4 Blend Sizes Available in The Multisensory Classroom Store

