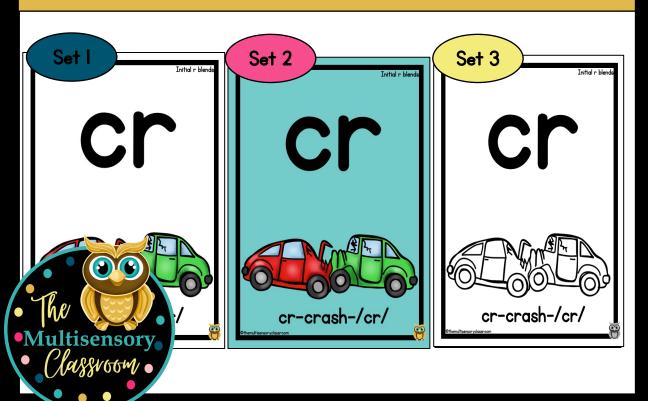
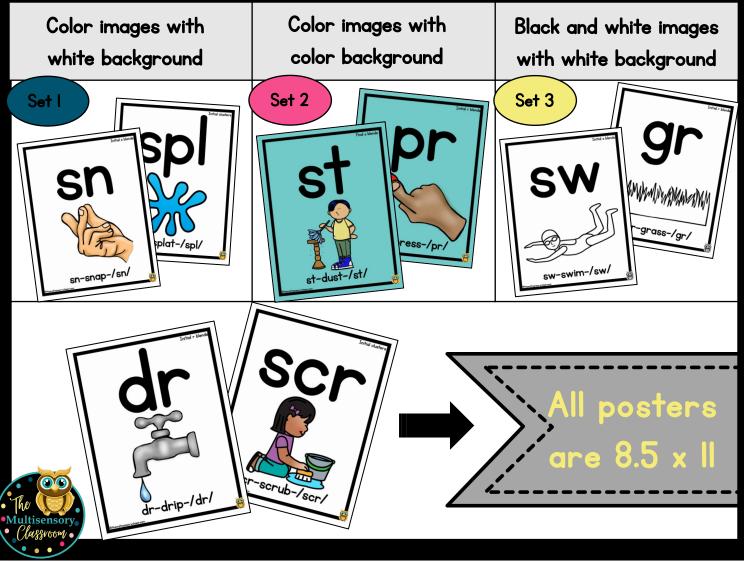
BLENDS POSTERS 3 color sets





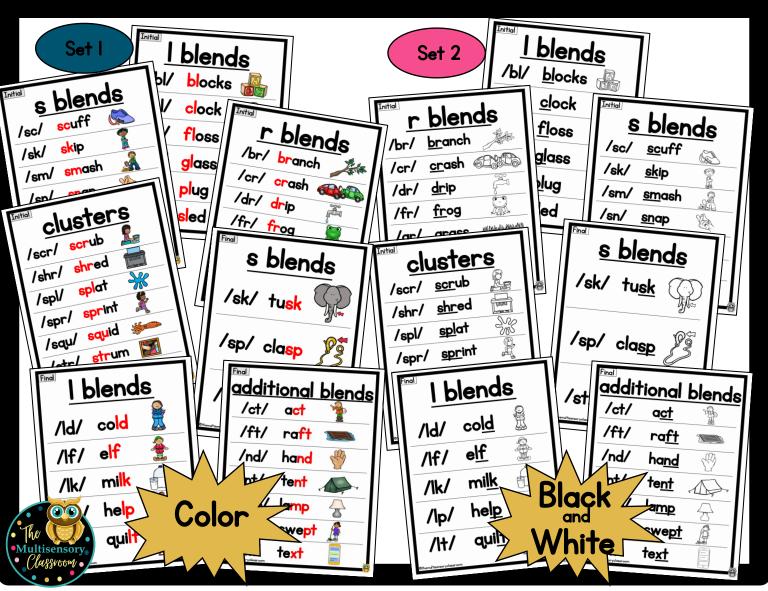


Cards may be printed single-sided (just the front) or double-sided (front and back)



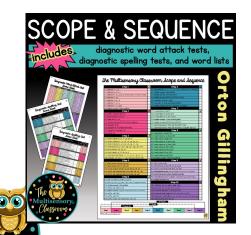


2 sets of 7 posters





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

