Mouth Moves, Words

Students use mouth movements to hear and spell beginning blends.

1.LF.31.c "Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 HEAR AND CIRCLE

a	**blush**	**crush**	**brush**
b	**glass**	**grass**	**class**

2 HEAR AND WRITE

ANSWER KEY

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HOW TO RUN THIS PAGE

Read the sound prompts aloud, leaving time for students to say the sounds together and notice how their mouths move. Then dictate the three words for students to write without a printed model, and record any support you give separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · HEAR AND CIRCLE

SAY "Listen to the sounds in each row. Say them together, notice what your lips, teeth, and tongue do at the start, and circle the word they spell."

ROW	SAY	STUDENTS CIRCLE
a	Listen: /b/ /r/ /ŭ/ /sh/. Say the sounds together. Which word spells the sounds you hear?	**brush**
b	Listen: /g/ /l/ /ă/ /s/. Say the sounds together. Which word spells the sounds you hear?	**glass**

PART 2 · HEAR AND WRITE

SAY "I will say a word for each box. Say the word softly and feel what your lips, teeth, and tongue do for its first two sounds. Write the whole word. First box: brag. Second box: flag. Third box: clap."

- Box 1: **brag**
- Box 2: **flag**
- Box 3: **clap**

WHAT TO ACCEPT

Circle brush in row 1 and glass in row 2. Accept brag, flag, and clap in order in the writing boxes; note blend errors and any support given separately.