

Letter Sounds

BLENDS & DIGRAPHS • GRADE 2

NAME _____

DATE _____

Say each word slowly. Put **one sound in each box**, then write the whole word.

Digraph = ONE sound

two letters, one sound: **sh, ch, th**

Blend = TWO sounds

you can hear both: **fr, cl, st, tr**

Stretch the Sounds

1 ship

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Write it: _____

2 chin

--	--	--

Write it: _____

3 frog

--	--	--	--

Write it: _____

4 clap

--	--	--	--

Write it: _____

5 stop

--	--	--	--

Write it: _____

6 train

--	--	--	--

Write it: _____

My Words

Write two of your own words — each with a blend or a digraph.

MY WORD 1

MY WORD 2

Letter Sounds

Grade 2 phonics moves past single-letter CVC into consonant blends, digraphs, and vowel teams. The key idea here: a digraph is two letters for ONE sound, while a blend is two letters whose sounds you can both hear — so the sound-box counts differ.

Quick Start

LEARNING TARGET

Students segment words containing blends, digraphs, and a vowel team into individual phonemes, place one sound per box, and write the word.

TIME

15–20 min

GROUPING

Whole group, small group, or centre

MATERIALS

Printed sheet, pencil; counters optional

Guiding questions: Is that a digraph (one sound) or a blend (two sounds)? How many sounds do you hear in all?

Facilitation Sequence

1 Launch

Contrast "ship" (sh = one sound, 3 boxes) with "stop" (st = two sounds, 4 boxes). Stretch each aloud and tap the boxes.

2 Student work

Students say each word, push a counter or finger into a box per sound, then write. Watch the digraph/blend decision.

3 Consolidate & discuss

Sort the six words by sound count (3 vs 4). Surface the rule: digraphs collapse two letters into one sound.

4 Wrap-up

Students share a "my word" and say whether it has a blend or a digraph.

Answer Key & How to Approach

Word	Sounds	Note / How to Approach
ship	sh · i · p (3)	Digraph sh = one sound. Accept spelling that matches the sounds.
chin	ch · i · n (3)	Digraph ch = one sound.
frog	f · r · o · g (4)	Blend fr = two sounds you can hear.
clap	c · l · a · p (4)	Blend cl = two sounds.
stop	s · t · o · p (4)	Blend st = two sounds.
train	t · r · ai · n (4)	Blend tr (two sounds) + vowel team ai = one sound.

Likely Responses, Misconceptions & Teacher Moves

Students may...	What that might mean...	A helpful next move...
Put "sh" or "ch" in two boxes	Treating a digraph as two sounds.	Stretch it slowly — you hear ONE sound; one box for the digraph.
Put a blend (fr, st) in one box	Treating a blend like a digraph.	Stretch it — you hear BOTH sounds; one box each.
Give "train" five boxes	Counting ai as two sounds.	The vowel team ai = one sound; say it slowly to hear it.

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
Welcome home-language sound talk; many blends and digraphs exist across languages. Oral practice supports emergent English speakers.	Decoding can feel risky. Celebrate approximations; stretch tricky words together before independent tries.	Predictable routine and a low-stakes feel; offer a quiet small-group option and never put a hesitant reader on the spot.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
Use counters to push into boxes; a digraph/blend anchor chart; stretch each word aloud first.	Change one sound to make a new word (ship → shop, frog → frock); add a digraph word and a blend word of their own.	Anchor chart of digraphs (sh, ch, th) vs blends (fr, cl, st, tr); oral segmenting before writing.

Assessment Look-Fors & Next Steps

Criterion	Emerging → Developing → Proficient → Extending
Segmenting blends & digraphs	Counts letters not sounds → segments with support → segments digraphs/blends correctly → segments and builds new blend/digraph words alone.

Reteach signal: if many split digraphs into two boxes, do a short "one sound or two?" sort (sh/ch/th vs fr/cl/st) before re-issuing.