

/s/ Blends

Initial

Scale
Storm
Swan
School
Skate
Skunk
Sky
Sled
Slide
Smile
Smoke
Snail
Stalk
Snow
Spoon
Stage
Stem
Stone
Swing
Scooter
Snowman
Slipper
Snorkel
Spaceship
Starfish
Statue
Stable
Spider
Sweater
Swimming
Stomach
Spatula
Smorgasbord
Spaghetti
Slippery
Stationery
Skeleton

Medial

Asleep
Basket
Bracelet
Drumstick
Chopsticks
Costume
Haystack
Lipstick
Whiskers
Whisper
Teaspoon
Postcard
Yardstick
Pasture
Hopscotch
Astronaut
Banister
Basketball
Escalator
Kaleidoscope
Telescope
Orchestra
Microscope
Apostrophe
Rescue
Gymnastics
Preschool
Escape
Mascot
Sister
Chemistry
Hospital
Asparagus
Thunderstorm
Landscape
Muskrat
Discuss
Biscuit

Final

Cast
Crust
Clasp
Toast
List
Nest
Rest
Feast
Dust
Desk
Wasp
Tusk
Vest
East
Wrist
Artist
Breakfast
Dentist
Gymnast
Toothpaste
Scientist
Littlest
Forest
Dressed
Missed
Worst
Mask
Risk
Most
Contest
Luckiest
Overcast
Happiest
Novelist
Silliest
Journalist
Mollusk
Amethyst

Have your child say each word on the list. Begin with /s/ blends at the beginning of words (initial), and then /s/ blends at the end of words (final), and finally /s/ blends in the middle of words (medial). Your child may require verbal cues to keep his/her teeth together and to smile slightly keeping his/her tongue behind the teeth when making the /s/ sound in the word (e.g., I say, “Keep the snake behind the gate.” or “Keep the animal in the cage.”). If successful, have your child say the word twice and use it in a complete, grammatically correct sentence.

Some students demonstrate no difficulty in producing the /s/ in words with an /s/ blend, they simply omit the /s/ altogether. Your child may need a visual and or verbal reminder to make the “snaky sound” first. Some suggestions are: sliding your pointer finger down your arm paired with a verbal reminder to make the “snaky sound” or moving your fist forward like a snake paired with a verbal reminder to make the “snaky sound”. Some students may only need the letter “s” written on an index card as a reminder.