

## Unit 8, page 60: Three-Letter Clusters

Some students may have difficulty pronouncing the initial consonant *s*. They may add an *e* when writing or saying words spelled with initial consonant *s*. Other students may need more practice with the /*th*/ sound.

### Listen

Remind students that the *scr* spelling in the Basic Word *scream* is called a three-letter cluster, or consonant cluster. Explain that *cluster* means “group.” Point out that the *scr* cluster begins with the /*s*/ sound. Say: *Let’s listen to the scr consonant cluster: It begins with /s/, /sss/, ssscream, scream.* Continue with *street* and *spring*.

Next, write the word *three* on the board. Explain that the sound for *th* in *three* is pronounced /*th*/ and is also part of a consonant cluster, the *thr* cluster. Say: *Let’s listen to the /th/ sound in the thr cluster and in the word three.* Pronounce the /*th*/ sound at the beginning of *three*, elongate the /*th*/ sound alone and as part of the *thr* cluster, then say *three*. Remind students that *th* is pronounced /*th*/, and not /*t*/. Repeat for *throw*.

### Speak and Read

Say: *Let’s practice saying the str cluster in the word street: /s/, /ssstr/, ssstreet, street.* Have students repeat after you. Then have a volunteer model the pronunciation of the cluster in *spring*.

Write *street*, *scream*, and *spring* on the board, and underline the *s* in each word. Say: *The /s/ sound in each cluster is spelled s. Now let’s practice saying the consonant cluster scr in the word scream together: /s/, /sss/, ssscream, scream.*

Circle the *str* cluster in *street*. Say: *The str cluster, /sstr/, is spelled s-t-r.* Circle the *spr* and *scr* clusters in *spring* and *scream*. Have volunteers model the pronunciation of the *str*, *spr*, and *scr* clusters in *street*, *spring*, and *scream*. Repeat for the *thr* clusters in *three* and *throw*.

### Spell

**Beginning/Preproduction** Create and display word cards for the Basic Words *scrape*, *string*, *street*, *scream*, *spray*, and *spring*. Say: *I am thinking of a word that begins with s-c-r.* Have a student point to and say *scream* or *scrape*. Place the card face down. Repeat for the remaining clusters and words.

**Early Production/Speech Emergent** Create and display word cards for the Basic Words *scrape*, *string*, *street*, *scream*, *spray*, and *spring*. Have students work with a partner and write the column headings *scr*, *spr*, and *str* across the top of a sheet of paper. Read aloud each word. Have students list each word according to its beginning three-letter cluster. Have students read their lists aloud, emphasizing each three-letter cluster.

**Intermediate/Advanced** Using separate sentence strips, write a simple sentence for each of these Basic Words: *scrape*, *string*, *street*, *scream*, *spray*, and *spring*. Have students read aloud each sentence, identifying the Basic Word and saying it aloud. Then have students underline the consonant cluster in each word.

scrape

string

spray

