Some children may have difficulty pronouncing words that end with the consonant blends *nt* and *mp*.

**Listen**

Explain that the letters *n* and *t* and the letters *m* and *p* are often combined as *nt* and *mp*. Say: *Let’s listen to the *n* and *t* sounds separately and then together.* Elongate and emphasize the sounds of *n*, */nnn/*, and *t*, */t/*, separately; then combine the sounds to form */nt*/.

Say: *Let’s listen to the sounds of the letters *m* and *p*.* Elongate the sound of *m*, */mmm/*, and emphasize */p*, pointing out the position of the lips while forming each sound separately and then in combination.

Model the Basic Words *ant* and *jump*, using the procedure above. Say each blend alone, elongate it as part of the word, then say the word.

**Speak and Read**

Say the words *ant*, *jump*, *tent*, and *lamp*, emphasizing the consonant blend in each word. Say: *Let’s practice the Basic Words *ant*, *jump*, *tent*, and *lamp* together.* Have children repeat after you as emphasize each letter in the blend separately, as part of the blend, and then in the word.

Write *ant*, *jump*, *tent*, and *lamp* on the board and circle the *nt* or *mp* consonant blend in each word. Say: *All of these words end with two consonants.* The sounds of the two consonants are said together, or blended. Have children read the words from the board aloud, emphasizing the sound of each consonant separately, as part of the blend, and as part of the word.

**Spell**

**Beginning/Preproduction** Write the Basic Words *ant*, *jump*, *tent*, and *bump* on the board. Say *ant*. Have children clap out each letter as they spell *ant* with you. Have them point to *ant* and read it aloud. Repeat with *jump*, *tent*, and *bump*.

**Early Production/Speech Emergent** Give each child word cards for the Basic Words *ant*, *jump*, *tent*, and *bump*. Have children hold up the appropriate card as you say each word. Ask children to copy the words into their word-study notebooks.

**Intermediate/Advanced** Use the Basic Words *ant*, *jump*, *tent*, *bump*, and *went* in short sentences. Write the sentences on the board. Have partners work together to find words ending with *nt* and *mp*. Have children copy the words into their word-study notebooks.

**Sort**

Pair children of different proficiency levels. Copy the chart below on the board. Write the Basic Words *tent*, *lamp*, *bump*, *went*, and *pants* on the board. Say: *I will read some Basic Words. Listen to hear which consonant blends I am saying.* Write the words in the correct column in the chart.

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