

# Consonant Blend **st**

GRADE 1 · PHONICS

When *s* and *t* blend together you can hear both sounds — like in *stop*, *star*, and *step*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1 Add the blend **st**. Write the new word on the line.

1. \_\_\_ **op** → \_\_\_    2. \_\_\_ **ar** → \_\_\_    3. \_\_\_ **ep** → \_\_\_

4. \_\_\_ **amp** → \_\_\_    5. \_\_\_ **ick** → \_\_\_    6. \_\_\_ **em** → \_\_\_

2 Circle the words that begin with the **st** blend.

- |         |        |          |         |
|---------|--------|----------|---------|
| 1. stop | 2. hop | 3. stick | 4. sock |
| 5. step | 6. dog | 7. stamp | 8. log  |

3 Read each sentence aloud. Circle every **st** word.

1. Stop and look at the big star.
2. Stan can step on the stick.
3. A stamp is stuck on the box.

4 Look at each picture. Write the **st** word.



\_\_\_\_\_

5 Word chain. Change one letter each time. Write the new word.

stop → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_  
start here    change **o** to **e**    change **p** to **m**    add **s** at the end    change **m** to **p**

# Answer Key — Consonant Blend **st**

For teachers and parents

## Activity 1 — Add the st blend

1. stop · 2. star · 3. step · 4. stamp · 5. stick · 6. stem

*In a consonant blend the two letters keep their own sounds — you can hear both /s/ and /t/. This is different from a digraph like **sh**, where the two letters make one new sound.*

## Activity 2 — Circle the st words

**Should be circled:** stop, stick, step, stamp

**Not circled:** hop, sock, dog, log

## Activity 3 — Circle every st word in each sentence

1. **Stop** and look at the big **star**.

2. **Stan** can **step** on the **stick**.

3. A **stamp** is **stuck** on the box.

*Tip: sentence 2 has three st words (Stan, step, stick) — make sure your child catches them all.*

## Activity 4 — Write the st word for each picture

1. stop · 2. star · 3. step (or stairs/steps) · 4. stamp

## Activity 5 — Word chain

stop → step → stem → stems → steps

*Word chains build flexibility: the child sees that changing just one letter changes the whole word. Every word in this chain keeps the **st** blend, so the focus stays on tracking the change.*

## Teaching tip

Once **st** is solid, the same routine works for every initial s-blend: **sn** (snap, snip), **sp** (spot, spin), **sk** (skip, skin), **sm** (smell, smog), **sl** (slip, sled), **sw** (swim, swam). Try a daily blend chain: **stop** → **step** → **spot** → **spin** → **skip**.