Phonological Awareness: Blending

College- and Career-Ready Standard Addressed (K): Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Blend and segment onsets and rimes of single-syllable spoken words

Objective: Students will practice blending phonemes into words.

Suggested Materials

Manipulatives such as blocks, magnetic letters, or Elkonin boxes (see page 3)

Timer and graph paper for fluency practice (see page 4)

Suggested Schedule & Group Size

Schedule: Daily, no more than five minutes per session.

Recommended group size: Individual or small group (up to five students)

Note: The script below is intended as a model. Adjust the difficulty of words and increase independent practice opportunities as students become more proficient during daily practice.

Activity

Intervention principle	Sample Script and Procedures
Use precise, simple language to introduce and teach concepts and procedures. Use explicit instruction with examples. Use modeling, teacher led, and independent practice with feedback to help the student build accuracy with a new skill.	**Today, we are going put sounds together to make a word. We call this BLENDING because we BLEND the sounds into a word.** **Listen: /www/ /aaaa/ /shhhhh/** *(Don't stop between sounds as you say them. If using manipulatives such as Elkonin boxes, point to each box or move an object into each box as you say each sound.)* **I'll blend these sounds into a word: wash** **Now let's blend the sounds into the word together. Listen: /www/ /aaa/ /shhhh/.** *(Make sure the students(s) are blending with you. Don't stop between sounds as you say them. If using manipulatives such as Elkonin boxes, point or move an object into each box as you say the sounds.)* **What's the word?** *(Say "wash" with the student(s). Clap or snap your fingers to cue the students to say the word together. Listen to make sure all students say the word.)* **Now it's your turn to blend the sounds into the word together. Ready?** (*Students say **/www/ /aaa/ /shhhh/.** Make sure all the students(s) are blending without stopping between sounds. If using manipulatives such as Elkonin boxes, have students point to each box or move an object into each box as you say the sounds.)*

Adapted with permission from *Phonemic Awareness Instructional Routine: Blending*, Florida Center for Reading Research, http://www.fcrr.org/assessment/ET/routines/routines.html

Provide concrete, repeated opportunities to correctly practice the skill with feedback.	**What's the word?** *(Clap or snap your fingers to cue the students to say, "wash." Listen to make sure all students say the word.)* **Good! /www/ /aaa/ /shhhhh/ is wash! Here's another one: /mmm/ /aaa/ /nnn/.** *(Repeat the procedure above for "man." As students demonstrate accuracy, move directly to independent practice with words with three sounds. See "Additional Practice" below for more recommendations.)*
Error Correction	
Intervention principle Provide immediate and explicit error correction, and have student repeat the correct response.	**Sample Script and Procedures** **That's not quite right. Listen: /mmm/ /aaa/ /nnn/ is man.** **Now listen again: /mmm/ /aaa/ /nnn/. What's the word?** *(Students should say "man")* *(Repeat as needed with additional words, making sure not to stop between sounds. Have the students demonstrate the correct response for each word).*
Additional Practice	
Intervention principle Provide systematic instruction and practice by breaking concepts into chunks.	▪ Practice with additional words with three sounds such as dog, rat, box, mitt. ▪ If words with three sounds are too difficult, back up and present word with two sounds (e.g., at, if, me). ▪ As students become more accurate and fluent with blending, add words with four sounds (e.g., slip, drop, hits, chirped) and later, five sounds (e.g., spits, flipped, sloppy), including consonant blends. **Note:** Consonant blends (fl) can be separated into two sounds, whereas digraphs (ch) cannot.)
Build Fluency	
Intervention principle Provide opportunities for speeded practice to build automaticity.	Once students demonstrate accuracy with blending three sounds (90 percent or better), time them for one minute to see how many words they can blend correctly. Have them graph their scores to track their fluency. As students master the task, move on to blending longer and more difficult words.

Sample Elkonin boxes. Teacher and/or students touch each box, or move a manipulative into each box, as they say each sound in the word (e.g., /d/ /oooo/ /g/).

Fluency Practice Graph: Color the number of words you correctly blended in one minute.

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Number of sounds per word: _____ _____ _____ _____ _____ _____ _____ _____ _____

Date: _____ _____ _____ _____ _____ _____ _____ _____ _____