

# EMPOWERING TEACHERS

## Phonemic Awareness Instructional Routine: Blending

Preparation/Materials: Words with three to five phonemes (e.g., stop, fin, street).

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

### TEACHER EXPLAINS TASK

We are going to blend sounds to make a word.

### TEACHER MODELS TASK

Listen.

*/sss/ /t/ /ooo/ /p/*

I will blend the sounds to say the word.

**stop**

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

Listen.

*/sss/ /t/ /ooo/ /p/*

What is the word?

- **stop**

**Yes.** When you blend the sounds quickly in */sss/ /t/ /ooo/ /p/* the word is **stop**.

### STUDENTS PRACTICE TASK

Your turn.

*/sss/ /t/ /ooo/ /p/*

What is the word?

**stop**

**Yes.** When you blend the sounds quickly in */sss/ /t/ /ooo/ /p/* the word is **stop**.

### INDEPENDENT PRACTICE

*When students consistently blend sounds to make a word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.*

### SCAFFOLDING SUGGESTION FOR ERRORS

*Verify that students are blending all the sounds to make a word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with fewer sounds (e.g., it, my).*

### Adaptations using this Instructional Routine:

- Provide students with a sentence that includes a word to blend (e.g., A car drives on a */sss/ /t/ /rrr/ /eee/ /t/*. The students say */street/*).

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/curriculum/pdf/GK-1/PA\\_Final\\_Part5.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf)

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