

EMPOWERING TEACHERS

Phonemic Awareness Instructional Routine: Blending

Preparation/Materials: Words with two or three phonemes (e.g., fish, mat, big)



- *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.

/fff/ /iii/ /shshsh/

I will blend the sounds to say the word.

fish

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Listen.

/fff/ /iii/ /shshsh/

What is the word?

- **fish**

Yes. When you blend the sounds quickly in */fff/ /iii/ /shshsh/* the word is **fish**.

STUDENTS PRACTICE TASK

Your turn.

/fff/ /iii/ /shshsh/

What is the word?

fish

Yes. When you blend the sounds quickly in */fff/ /iii/ /shshsh/* the word is **fish**.

INDEPENDENT PRACTICE

When the 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 two sounds (e.g., at, if, me).

Adaptations using this instructional routine:

- Provide students with a sentence with one word to blend (e.g., The river is /b/ /iii/ /g/. The students say /big/).

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

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