

EMPOWERING TEACHERS

Phonics Instructional Routine: Blending Sounds in Short Words

Preparation/Materials: Word cards with previously learned letter-sounds (e.g., sit, mat, fit)



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in “quotation marks”
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to blend sounds in words.

TEACHER MODELS TASK

Listen and watch.

Display the word card for “sit.”

I will say each sound slowly.

/sss/ /iii/ /t/

I will blend the sounds.

“sit”

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Listen.

For each student have the word card, “sit.”

- **/sss/ /iii/ /t/**

Now let’s blend the sounds.

- **“sit”**

Yes. When you blend the sounds in /sss/ /iii/ /t/, you are reading the word “sit.”

STUDENTS PRACTICE TASK

Your turn.

Blend the sounds in /sss/ /iii/ /t/. What is the word?

“sit”

Yes. When you blend the sounds in /sss/ /iii/ /t/, you are reading the word “sit.”

INDEPENDENT PRACTICE

When students consistently blend words with known letter sounds, 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 saying the correct sounds for each letter in the 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 or review the Phonemic Awareness Instructional Routine: Blending.

Adaptations using this instructional routine:

- Provide letters (e.g., letter tiles, magnetic letters) for students to physically move together and blend the letter-sounds to read new words.
- Cover the onset and help the student blend the rime (e.g., cover the “s” and show the “it”) then blend the onset and rime.

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/P_Final_Part7.pdf

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