

## Phonics Instructional Routine: Decode and Write Words with Blends

Preparation/Materials: Words ending in blends (e.g., must, fast, soft, jump) written on word cards, paper and pencil for each student

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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
- 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 read and write words that end with a blend.

### TEACHER MODELS TASK

*Display the word card for “must.”*

Listen and watch.

I will say each sound slowly.

/mmm/ /uuu/ /sss/ /t/

I will blend the sounds.

“must”

*Turn over the word card for “must.”*

I will say “must” slowly and hold up 1 finger for each sound.

/mmm/ /uuu/ /sss/ /t/

Now I will write each letter as I say its sound slowly.

/mmm/ /uuu/ /sss/ /t/ “must”

I read and wrote “must.”

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

*Display the word card for “must.”*

Let’s say each sound.

/mmm/ /uuu/ /sss/ /t/

Blend the sounds and read the word.

- “must”

*Turn over the word card for “must.”*

Now say “must” slowly and hold up one finger for each sound.

- /mmm/ /uuu/ /sss/ /t/

On your paper write each letter as we say its sound slowly.

- /mmm/ /uuu/ /sss/ /t/

Read the word.

- “must”

Yes. We read and wrote “must.”

### STUDENTS PRACTICE TASK

*Students read and write from their paper.*

Your turn. Put your finger on the “m.”

Say each sound slowly.

/mmm/ /uuu/ /sss/ /t/

Now blend the sounds.

“must”

Turn your paper over.

Say “must” slowly and hold up one finger for each sound.

/mmm/ /uuu/ /sss/ /t/

**Now write each letter as you say its sound slowly.**

/mmm/ /uuu/ /sss/ /t/

**Read the word.**

“must”

**Yes. You read and wrote “must.”**

#### **INDEPENDENT PRACTICE**

*When students consistently decode and write the 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 saying the correct sound for each letter and are writing the correct letter for each letter-sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, use your fingers to show the position of each letter-sound when writing the word (e.g., simultaneously hold up one finger while saying the first letter-sound).*

#### **Adaptations using this Instructional Routine:**

- Use letter sound cards as a visual aid to spell and/or transfer the word to paper.
- Use words with a blend at the beginning of the word (e.g., slim, stop).
- Use words with a blend at both the beginning and end of the word (e.g., clump, frost).

**Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.**

- [P.040 A Digraph A Word](#)