

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. <i>/fff/ /iii/ /shshsh/</i> I will blend the sounds to say the word. fish
TEACHER & STUDENTS PRACTICE TASK TOGETHER
Listen. <i>/fff/ /iii/ /shshsh/</i> What is the word? • fish Yes. When you blend the sounds quickly in <i>/fff/ /iii/ /shshsh/</i> the word is fish.
STUDENTS PRACTICE TASK
Your turn. <i>/fff/ /iii/ /shshsh/</i> What is the word? fish Yes. When you blend the sounds quickly in <i>/fff/ /iii/ /shshsh/</i> the word is fish.
INDEPENDENT PRACTICE
<i>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.</i>
SCAFFOLDING SUGGESTION FOR ERRORS
<i>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).</i>

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/).

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

- [PA.047 Treasure Chest](#)
- [PA.048 Picture Slide](#)