

Blending and Segmenting

Focus Area: Phonemic Awareness - Blending and Segmenting

Timing: 5-10 minutes

Materials:

- Lists of words with 2, 3 and 4 phonemes

Procedure for Teaching Blending:

- State instructions: *"Listen, we're going to play a say-the-word game. I'll say a word slowly, then you say the word fast."*
- Model by saying a word slowly: *"Listen. Aaaaaaaammmmmmm."*
- Test by having the student say the word fast: *"What word?"*
- Repeat the first two steps with four more words. Repeat the set of words until the students can respond correctly to all of the words without making an error.
- Provide the student with additional trials.

Procedure for Teaching Segmenting:

- State instructions: *"We're going to say words slowly."*
- Model by saying the word slowly: *"I'll say the word 'am' slowly. Listen. Aaaaaaaammmmmmm."*
- Test by having the student say the word slowly: *"You say the word 'am' slowly. Get ready." (Signal using an Up-Down motion).*
- Repeat the first two steps with four more words. Repeat the set of words until the students can respond correctly to all of the words without making an error.
- Provide the student with additional trials.

Correction Procedure

- The correction procedure includes five steps:
 - i. Stop the student as soon as you hear a wrong response.
 - ii. Model the correct response.
 - iii. Lead the student who answered incorrectly by saying the correct response with him/her (Say: *"Say it with me."*)
 - iv. Test the student on the missed skill.
 - v. Retest the student by returning to the beginning of the exercise.

Procedure for Teaching Blending and Segmenting Together (after they can do each independently):

- State instructions: *"First you'll say a word slowly, then you'll say it fast."*
- Model by saying the word slowly, then fast: *"Listen. Aaaaaaaammmmmmm, am."*
- Test by having the student say the word slowly and then fast: *"Say am slowly. Get ready. (student says aaaaaaaammmmm). 'What word?' (student says am).*
- Repeat the first two steps with four more words. Repeat the set of words until the students can respond correctly to all of the words without making an error.
- Provide the student with additional trials.

References:

Carnine, D. W., Silbert, J., & Kameenui, E. J. (1997). *Direct Instruction Reading* (3rd Ed). Upper Saddle River, NJ: Prentice Hall.

Word Lists for Sound Segmenting/Blending Activities

2-3 sound words beginning with continuous sounds

2 phoneme words	at	me	in	it
	on	no	so	
3 phoneme words	sit	nap	nip	sat
	lap	lid	fat	fog
	fig	sag	mop	map
	mat	leg	net	set
	rub	rig	rib	lot
	not	let	net	rug
	rag	vet	zip	ran
	man	fan	win	sun
	fun	fin	sip	sad
3 phoneme words – beginning with a consonant digraph	ship	shot	thin	
3 phoneme words – ending with a consonant digraph	sock	miss	mitt	
3 phoneme words – long vowels	make	save	same	fame
	mice	nice	line	rope
	mean	rice	face	late
	soap	fake		
3- phoneme words – beginning digraph and long vowels	shave	shake		

Word Lists for Sound Segmenting/Blending Activities

3 phoneme words – beginning with a stop sound

3 phoneme words, beginning with stop sounds	kid	kit	bag	big
	got	tan	ten	cup
	pin	top	cat	tap
	pit	pat	tip	tin
	cap	pot	dot	pal
3 phoneme words beginning with a stop digraph	whip	chip	chop	chin
	chat	chill	kiss	tell
3 phoneme words- with long vowels	game	cape	time	kite

Word Lists for Sound Segmenting/Blending Activities

4 phoneme words – beginning with continuous sounds

4 phoneme words, continuous blends in the beginning	flop	slip	sled	frog
	flag	nest	stick	spin
	snap	flat	slam	swam
	slick	slim	stem	step
4 phoneme words – beginning continuous sound blends in the final position	mask	fast	last	rust
	rest	west	fact	lamp
	ramp	land	sand	lift
	milk	silk	limp	mint
	fist	list	mist	must
	sent	went	wept	vest
	left	felt	melt	send

4 phoneme words beginning with stop sounds

4 phoneme words, beginning with stop sounds; blends in the initial position	plum	clam	plan	grab
	glad	clap	plan	crib
	club	plug		
4 phoneme words, beginning with stop sounds; blends in the final position	past	test	best	camp
	hint	disk	bump	dump
	jump	pump	dust	just
	pest	kept		