

**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](http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf)**

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