

Blending Routine (Phoneme Level)

1. Set the Purpose

- *“When we blend, we put sounds together to make a word. This is important because readers look at letters (graphemes) and blend the sounds (phonemes) of those letters together to read words. Today, we are going to practice listening to sounds and blending those sounds together to make words.”*

2. Select a Multisensory Support

- arms, fingers, tapping, Elkonin boxes, chips, visual supports, etc.
- *“We are going to use ____ (arms, fingers, Elkonin boxes, chips, tapping, etc.) to show each sound in a word.”*

3. Provide a Model

- Add, remove, or adjust the use of modeling and multisensory supports in response to student needs and stages of understanding.
- *“I will show you how I blend the sounds to make the word. Watch me do the first word: ____ . (Model multisensory cues as you say each phoneme.)”*

4. Practice

- *“Now let’s try some together.”*
 - *“Listen”*: Teacher says the sounds as students listen.
 - *“Repeat”*: Students repeat the sounds.
 - *“Blend”*: Students blend sounds together to make a word.
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Segmenting Routine (Phoneme Level)

1. Set the Purpose

- *“When we segment, we take a whole word and break it into individual sounds. This is important because when we write words, we must break the word into individual sounds and write the letters (graphemes) that represent each sound (phoneme). Segmenting also helps develop skills for decoding words.”*

2. Select a Multisensory Support

- arms, fingers, tapping, Elkonin boxes, chips, visual supports, etc.
- *“We are going to use ____ (arms, fingers, Elkonin boxes, chips, tapping, etc.) to show each sound in a word.”*

3. Provide a Model

- Add, remove, or adjust the use of modeling and multisensory supports in response to student needs and stages of understanding.
- *“I will show you how I break a word into its sounds. Watch me do the first word: ____ . (Model multisensory cues as you say each phoneme.)”*

4. Practice

- *“Now let’s try some together.”*
- *“Listen”*: Teacher says word as students listen.
- *“Repeat”*: Students repeat the word.
- *“Sounds”*: Students segment a word into individual sounds.

Sample Blending Lesson

1. Set the Purpose

"Today, we are going to practice listening to sounds and blending those sounds together to make words."

2. Select a Multisensory Support

"We are going to use ____ (arms, fingers, Elkonin boxes, chips, tapping, etc.) to show each sound in a word. Then, I will blend the sounds together to make the word."

*Note: Model multisensory cues as you say each phoneme (sound).

3. Provide a Model

"Watch me do the first word."

(Include multisensory cues, if applicable.)

"Listen": /ĭ/ /t/

"Repeat": /ĭ/ /t/

"Blend": it

Here is another example:

"Listen": /ŏ/ /f/

"Repeat": /ŏ/ /f/

"Blend": off

*Note: Say the phonemes (sounds), not the letter names.

"Now let's try some together. I will show you how I blend the sounds to make the word, and then you will practice with the same word."

Teacher models, then students practice with the same word.

"Listen": /g/ /ō/

"Repeat": /g/ /ō/

"Blend": go

<u>Teacher</u>	<u>Student</u>
/ă/ /t/	/ă/ /t/, at
/s/ /ō/	/s/ /ō/, so
/w/ /ĭ/ /g/	/w/ /ĭ/ /g/, wig
/m/ /ă/ /d/	/m/ /ă/ /d/, mad
/s/ /k/ /ĭ/ /t/	/s/ /k/ /ĭ/ /t/, skit

*Note: After the routine is established, teachers can reduce the number of words for modeling and “we do”, and shift to more student practice.

4. Practice

“Now it is your turn to try some on your own. I will say the sounds and you will repeat them. Then you will ____ (multisensory cue, if applicable) and blend the sounds together to say the whole word.”

<u>Sounds</u>	<u>Words</u>	
/f/ /f/	if	
/s/ /ā/	say	
/s/ /l/ /ě/ /d/	sled	
/l/ /ö/ /s/ /t/	lost	
/w/ /i/ /th/	with	
/sh/ /ā/ /p/	shape	
/k/ /ar/	car	*Correct/model r-controlled vowels

Scaffolding and Differentiation:

- If students are having trouble blending phonemes:
 - Provide examples with continuant phonemes (f, l, m, n, r, s, sh, v, z) as they are easier to hold and blend.
 - Use the same routine to work on larger word units (compound words, syllable, or onset-rime) until students demonstrate readiness at the phoneme level.
- Begin the routine with 2 phonemes and work up to words 3 and 4 phonemes, including words with digraphs, consonant blends, r-controlled vowels.

Sample Segmenting Lesson

1. Set the Purpose

"Today, we are going to practice breaking a word into its sounds."

2. Select a Multisensory Support

"We are going to use ____ (arms, fingers, Elkonin boxes, chips, tapping, etc.) to show each sound in a word. (Model multisensory cues as you say each phoneme.) I will say the word, and then I will say each sound in the word slowly while using ____ to show each sound."

3. Provide a Model

"Watch me do the first word."

(Include multisensory cues, if applicable.)

"Listen": at

"Repeat": at

"Sounds": /ă/-/t/

"Here is another example."

"Listen": cup

"Repeat": cup

"Sounds": /k/-/ŭ/-/p/

*Note: Say the phonemes (sounds), not the letter names.

"Now let's try some together. I will show you how I say each sound in the word as I use ____ (arms, fingers, Elkonin boxes, chips, tapping, etc.)"

Teacher models, then students practice with the same word.

"Listen": go

"Repeat": go

"Sounds": /g/ /ō/

<u>Teacher</u>	<u>Student</u>
am	am, /ă/ /m/
so	so, /s/ /ō/
wig	wig, /w/ /ĭ/ /g/
mad	mad, /m/ /ă/ /d/
skit	skit, /s/ /k/ /ĭ/ /t/

*Note: After the routine is established, teachers can reduce the number of words for modeling and "we do", and shift to more student practice.

4. Practice

“Now it is your turn to try some on your own. I will say the word. You will repeat the word. You will use ____ (arms, fingers, Elkonin boxes, chips, tapping, etc.) as you say each sound slowly to break apart the word.”

“Listen”: if

“Repeat”: if

“Sounds”: /i/ /f/

<u>Words</u>	<u>Sounds</u>	
if	/i/ /f/	
say	/s/ /ā/	
sled	/s/ /l/ /ě/ /d/	*Correct/model how to separate phonemes in consonant blends
lost	/l/ /ō/ /s/ /t/	
with	/w/ /i/ /th/	
shape	/sh/ /ā/ /p/	
car	/k/ /ar/	*Correct/model r-controlled vowels

Scaffolding and Differentiation:

- If students are having trouble segmenting phonemes:
 - Ensure the student can accurately blend phonemes, as this is a slightly easier task.
 - Ensure the student can isolate initial, final, and medial phonemes.
 - Use the same routine to work on larger word units (compound words, syllable, or onset-rime) until students demonstrate readiness at the phoneme level.
 - Provide visual supports for the exact number of phonemes in the word (e.g., Elkonin boxes or the exact number of chips). Be explicit: “There are two sounds in this word.”
 - When modeling, slowly isolate each phoneme while incorporating the multisensory support and confirm the number of phonemes. Have students repeat the model each time, using several examples.
- Begin the routine with 2 phonemes and work up to words 3, 4 and 5 phonemes, including words with digraphs, consonant blends, r-controlled vowels, and diphthongs.

Elkonin Boxes

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