

## Blending Routine (Phoneme Level with Letters)

### 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, looking at letters, and blending the sounds of those letters together to read words.**”*

### 2. Select a Multisensory Support

arms, fingers, tapping, Elkonin boxes, letters, visual supports, etc.

### 3. Provide a Model

Add, remove, or adjust the use of modeling and multisensory supports in response to student needs and stages of understanding.

Display a word and model how to blend the sounds together to read the word.

*“I will show you how I blend the sounds to make the word. Watch me do the first word: \_\_\_\_\_. (Model placing the letters as you say each phoneme.)”*

*“Listen”*: Say the sounds in the word while pointing to each letter

*“Sounds?”*: Students repeat the sounds in the word

*“Blend”*: Students blend the sounds to read the word

### 4. Practice

*“Now let’s try some together.”*

*Display the word.*

*“Sounds”*: Point to each letter as students say the sounds.

*“Blend”*: Students blend sounds together to make a word.

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## Segmenting Routine (Phoneme Level with Letters)

### 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. **Today, we are going to practice breaking words apart into their individual sounds (phonemes) and matching those sounds to letters to build words.**”*

### 2. Select a Multisensory Support

arms, fingers, tapping, Elkonin boxes, letters, visual supports, etc.

*“We are going to use letters (magnetic letters, letter blocks, letter cards, 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 placing letters 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 the word into individual sounds.

*“Build”*: Students name and place a letter for each sound to build the word.

# Sample Blending Lesson

## 1. Set the Purpose

*"Today, we are going to practice listening to sounds, looking at letters, and blending the sounds of those letters together to read words."*

## 2. Select a Multisensory Support

*"I am going to show you a word. I will point to each letter as I say the sounds, then you will say the sounds. Then, we will blend the sounds together to read the word."*

\*Note: For students who are new to the concept of blending, Elkonin boxes can be used to reinforce 1-to-1 sound-symbol correspondence.

## 3. Provide a Model

*"Watch me do the first word."*

(Include multisensory cues, if applicable.)

*"Build":* Place your letter i. Place your letter t.

*"Listen":* /i/ /t/

*"Sounds?":* /i/ /t/

*"Blend":* it

Here is another example:

*"Build":* Place your letter a. Place your letter m.

*"Listen":* /ă/ /m/

*"Sounds?":* /ă/ /m/

*"Blend":* am

\*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.

*"Build":* Place your letter g. Place your letter o.

*"Listen":* /g/ /ō/

*"Sounds?":* /g/ /ō/

*"Blend":* go

<u>Teacher</u>	<u>Student</u>
/ă/ /t/	/ă/ /t/, at
/s/ /ō/	/s/ /ō/, so
/w/ /ĩ/ /g/	/w/ /ĩ/ /g/, wig
/m/ /ă/ /d/	/m/ /ă/ /d/, mad
/s/ /k/ /ĩ/ /t/	/s/ /k/ /ĩ/ /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 let’s try some together. We will point to each letter as we say the sounds. Then we will blend the word together.”*

*“Build”*: Place the letter i. Place the letter f.

*“Sounds”*: /ĩ/ /f/

*“Blend”*: if

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

\* As students develop confidence with blending simple words, scaffolds such as letter tiles and Elkonin boxes can be removed so that the blending routine is simply displaying words, pointing to the letters and prompting students to produce each sound and blend the word.

## Scaffolding and Differentiation:

- If students are having trouble blending phonemes:
  - Provide examples with continuant phonemes (f, l, m, n, r, s, 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.
- If students are having trouble with managing letter manipulatives:
  - Start with only the letters you have explicitly taught and only provide the letters that go in the words you are asking the student to build.
- 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.

# Sample Segmenting Lesson

## 1. Set the Purpose

*Today, we are going to practice breaking words apart into their individual sounds (phonemes) and matching those sounds to letters to build 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. (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."*

*"Listen": at*

*"Repeat": at*

*"Sounds": /ă/-/t/*

*"Build": Student names and places letters a and t.*

*"Here is another example."*

*"Listen": cup*

*"Repeat": cup*

*"Sounds": /k/-/ü/-/p/*

*"Build": Student names and places letters c,u,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 place the letters."*

Teacher models, then students practice with the same word.

*"Listen": go*

*"Repeat": go*

*"Sounds": /g/ /ō/*

*"Build": Student names and places the letters g and o.*

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

*“Name”:* Student names and places letters i and f.

<u>Words</u>	<u>Sounds</u>
if	/i/ /f/
sled	/s/ /l/ /ě/ /d/ *Correct/model how to separate phonemes in consonant blends.
lost	/l/ /ō/ /s/ /t/
with	/w/ /ī/ /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.
- If students are having trouble with managing the letter manipulatives:
  - Start with only the letters you have explicitly taught and only have the letters out that go in the words you are asking the student to build.
- 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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