

Explicit Instruction for Phonological Awareness Intervention

Skill: Blending sounds together to make words

Instructional Day: Day 1

Materials: Magnetic white board, 2 blue and 1 red sound chip

Section	Instructional Routine	Time
Set Purpose	<p>Today we are going to learn... to blend sounds to say a word.</p> <p>The reason we are learning this is: to learn that the spoken word is pronounced without pauses between the sounds</p>	2 min.
State Objective	<p>At the end of this lesson you will be able to..</p> <p>Blend sounds together to make words.</p>	1 min.
Connect to and Review Previous Learning	<p>Yesterday, you...Review skill</p>	1 min.
Teach New Concept/ Skill (I Do)	<p>Watch me and listen to me</p> <p>We will use the colored chips to represent sounds. The blue chips represent consonant sounds, and the red chips represent short vowel sounds. Remember your short vowel sounds are /ă/ /ĕ/ /ĭ/ /ŏ/ /ŭ/</p> <p>Listen to me say these sounds with a pause then we will put the sounds together.</p> <p>The first sound is /m/. I will say the sound as I tap the blue chip. The next sound is /o/ I will say this sound as I tap the red chip. Remember all words have to have a vowel sound. The last sound is /p/, I will tap the last blue chip as I say the sound. /p/. Now I will tap each sound with a pause in-between /m/ /o/ /p/. Next I will blend the sounds together to say the word mop. When we blend the sounds together the word is mop. /mop/</p>	3 min.
Guide Practice (We Do)	<p>Now, let's try this together. The students will use their chips and magnetic boards to tap and blend the sounds together with the teacher modeling. Lets practice with the following words. pan, lip, bow, new, pay, dog.</p> <p>The first sound is /p/, say the sound and tap the first blue chip. The next sound is /a/ say this sound and tap the red chip , the last sound is /n/ say the sound and tap the last blue chip. Now say the sounds with a pause in-between /p/ /a/ /n/. Good job. Last we will blend the sounds together and say the word pan. /pan/</p> <p>Let's Practice: Practice with these words: pan, bat, big, fit, fin, kiss</p>	3 min.
Assess Student Application (You Do)	<p>Now, let's see you try this on your own.</p> <p>Have the student use their magnetic boards and chips to blend the following words. Can do with a partner. dad, ham, cat, net, mad, nut, sun, pot, pig</p>	3 min.

Independent Practice	I want to give you a chance now to show that you can do this independently. Call on individual students to blend words to show mastery. Use the following words. cap, bug, bed, ant, gum, fan, cup, net, sun.	2 min.
Return to Purpose	We learned this because: we now know that words are meant to be said with no pause between sounds. Blending the sounds together. Tell your partner what you learned and practiced today.	2 min.

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Skill: Blending sounds together to make words

Instructional Day: Day 2

Materials: paper back with items of a similar theme inside.

Section	Instructional Routine	Time
Set Purpose	<p>Today we are going to learn... Phoneme Blending</p> <p>The reason we are learning this is: to learn that the spoken word is pronounced without pauses between the sounds</p>	2 min.
State Objective	<p>At the end of this lesson you will be able to..</p> <p>Blend the sounds in a word to pronounce a word without pausing</p>	1 min.
Connect to and Review Previous Learning	<p>Yesterday, you...practiced blending sounds with blue and red chips.</p>	1 min.
Teach New Concept/ Skill (I Do)	<p>Watch me and listen to me</p> <p>Today we are going to play a game. You are going to help me figure out what is in my bag. The things inside my bag have a common theme. The theme is classroom items. So things that we would use inside the classroom. Blend the sounds together in your head as I blend them aloud. The first item in my sack is a /p/ /e/ /n/. What is in my bag? I will now blend the sounds together. /pen/. Continue with other classroom items. glue, tape, paper, book, red (crayon), desk. Model the above words for students. Remember when we can blend sounds without pausing we become better readers.</p>	3 min.
Guide Practice (We Do)	<p>Now, let's try this together. The new theme is animals. I will say the sounds and then you will blend the sounds together to say the word without pausing. Remember to wait until I say all the sounds. The first item is /c/ /a/ /t/. What is the item? Say the sounds fast. /cat/. Practice with the students using other animals you pull out of the bag.</p> <p>Let's Practice: chick, dog, cat, pig, sheep</p>	3 min.
Assess Student Application (You Do)	<p>Now, let's see you try this on your own.</p> <p>Now with a partner practice guessing items that are in your partners bag. One student says the sounds and the other blends the sounds together to make a word . Switch roles as the activity progresses.</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently. Practice one on one picking items from the bag and blending the sounds together.</p>	2 min.
Return to Purpose	<p>We learned this because: blending sounds help us when learning to read.</p> <p>Tell your partner what you learned and practiced today.</p>	2 min.

Explicit Instruction for Phonological Awareness Intervention

Skill: Blending Phonemes

Instructional Day: Day 3

Materials: None

Section	Instructional Routine	Time
Set Purpose	<p>Today we are going to learn to blend sounds to make a word using robot talk</p> <p>The reason we are learning this is recognizing sounds in words and blending is important when learning to read</p>	2 min.
State Objective	<p>At the end of this lesson you will be able to: blend sounds in 3 phoneme words.</p>	1 min.
Connect to and Review Previous Learning	<p>Yesterday, you... we blended sounds by guessing clues from our grab bag.</p>	1 min.
Teach New Concept/ Skill (I Do)	<p>Watch me and listen to me. Individual sounds make up words. We can say each sound in a word and then blend the sounds to make a word, by talking like a robot. Listen to me say the sounds in net like a robot, (in robot voice) /n/ /e/ /t/. Now blend the sounds together to say the word. /net/</p> <p>Repeat with the following words: face, rip, mad, hot</p>	3 min.
Guide Practice (We Do)	<p>Now, let's try this together. Ask students to try talking like a robot as a group. Say the sounds in a robot voice and then blend the sounds together to say the word.</p> <p>Let's Practice: Use the following words: read, jog, dig, top, fed.</p>	3 min.
Assess Student Application (You Do)	<p>Now, let's see you try this on your own. Partner up and decide who is partner 1 and partner 2. I will give a word for partner 1 and they will say the sounds and then blend the sounds together to make a word. Then they will say it to partner 2, then switch.</p> <p>Use the following words rotating partner 1 and partner 2: job, lake, pail, rake, nut</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently.</p> <p>Ask students to model independently with the following words. Other students may practice with a partner while waiting.</p> <p>dime, elk, feet, fin, home</p>	2 min.
Return to Purpose	<p>We learned this because: Saying sounds in a word without pauses helps us read words.</p> <p>Tell your partner what you learned and practiced today.</p>	2 min

Explicit Instruction for Phonological Awareness Intervention

Skill: Blending Phonemes

Instructional Day: 4

Materials: none

Section	Instructional Routine	Time
Set Purpose	<p>Today we are going to learn to blend 4 phoneme words using robot talk</p> <p>The reason we are learning this is recognizing sounds in words and blending is important when learning to read</p>	2 min.
State Objective	<p>At the end of this lesson you will be able to: blend sounds in 4 phoneme words.</p>	1 min.
Connect to and Review Previous Learning	<p>Yesterday, you... practiced blending sounds with a robot voice.</p>	1 min.
Teach New Concept/ Skill (I Do)	<p>Watch me and listen to me. Individual sounds make up words. We can say each sound in a word and then blend the sounds to make a word, by talking like a robot. Listen to me say the sounds in drum like a robot, (in robot voice) /d/ /r/ /u/ /m/. Now blend the sounds together to say the word. /drum/</p> <p>Repeat with the following words: swim, crop, hunt, sleep, float</p>	3 min.
Guide Practice (We Do)	<p>Now, let's try this together. Ask students to try talking like a robot as a group. Say the sounds in a robot voice and then blend the sounds together to say the word.</p> <p>Let's Practice: Segment the following words for students: stop, frog, snug, crop, stove</p>	3 min.
Assess Student Application (You Do)	<p>Now, let's see you try this on your own. Partner up and decide who is partner 1 and partner 2. I will give a word for partner 1 and they will say the sounds and then blend the sounds together to make a word. Then they will say it to partner 2, then switch.</p> <p>Use the following words rotating partner 1 and partner 2: lunch, train, bride, drive, globe.</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently.</p> <p>Ask students to model independently with the following words. Other students may practice with a partner while waiting.</p> <p>Slid, truck, dream, brain, dust.</p>	2 min.
Return to Purpose	<p>We learned this because: Saying sounds in a word without pauses helps us read words.</p> <p>Tell your partner what you learned and practiced today.</p>	2 min