

Date: \_\_\_\_\_

## Arm Blending 2 Phoneme Words (mixed sounds)

PLAN

**Component:** Phonological Awareness

**Instructional Activity:** Arm Blending 2 Phoneme Words (mixed sounds)

**Materials Needed:** N/A



**Approximate Time:**  
5 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

Today we will practice blending two sounds into a word. This time, we'll use some sounds that can be held and some sounds that can't be held. Being able to blend, or put together, sounds is important because that is how we read and spell! You'll know you have it when you can correctly blend two sounds to make a word by yourself.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

We are going to *blend*, or put together, two sounds to make a word. When we *blend* sounds, we say the sounds slowly and smoothly, connecting the sounds as much as possible. If one of the sounds can't be held, we'll have to say it quickly and move right on to the next sound. For example, if I want to *blend* the sounds /t/ and /oo/, I would NOT say /t/ (pause) /oo/. I would say the /t/ quickly and move right on to the sound /oo/, like this: /t...oo/. *Blending* the sounds smoothly will help you figure out the word.

*Teacher tip: Blending slowly and smoothly without breaking between sounds is called "connected phonation."*

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I DO IT!

**Demonstrate.** *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

**I'll show you how to blend sounds together to say a word. This time, we'll use a strategy called *arm blending*. Watch and listen.**

Hold your left arm straight in front of you, palm down.

**I'm going to say two sounds. When I say the first sound, I'll touch my shoulder.** Model.

**I keep holding that sound as I move my hand down my arm.** Model moving hand.

**When I touch my wrist, I say the second sound and hold it, if possible.** Model touching wrist.

**Remember, some sounds can be held, and some sounds have to be said quickly.**

**Then, I blend the two sounds together slowly and smoothly as I touch my shoulder and move my hand down my arm to my wrist.**

Model moving hand from shoulder to wrist.

**Watch and listen. My turn.** Touch shoulder. /k/ Move hand quickly from shoulder to wrist and say the next sound: /ēēē/. Touch shoulder again, then sweep hand down the arm and touch wrist while saying /kēēē/. **The word is key!**

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## Arm Blending 2 Phoneme Words (mixed sounds)

WE DO IT!

**Provide guided practice.**

**Let's try it together!**

**Hold your left arm straight in front of you, palm down. Use your other hand to touch your shoulder.**

**Repeat after me.** Touch your shoulder, then slide your hand down to your wrist as you say: /p...āāā/.

Students touch their shoulders, then slide hands down to wrists as they say: /p...āāā/.

**What's the word?** Students and teacher touch shoulder, slide hand down arm, and touch wrist while saying the word: *pay*!

Follow the routine to practice blending the sounds /d...āāā/ (*day*) and /t...ēēē/ (*tea*).



If students need support with:	Then try this:
Blending stop sounds...	Try having them just focus on 'jumping' from a stop sound to a vowel (e.g., /t....i/ /p....i/— do this multiple times until they understand and can 'hear' that you can blend the sounds even though you can't hold out the initial sound. You could even have them 'jump' from one square on the carpet to the next to practice.

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## Arm Blending 2 Phoneme Words (mixed sounds)

YOU DO IT!

**Provide independent practice.**

**Your turn. You will blend the word by yourself. I'm going to call on one of you at a time to blend two sounds together to say a word. Everyone will say the two sounds after me, but only the student whose name I call should blend them into a word. The rest of you should think the answer in your heads.**

**Everybody repeat after me.** Touch your shoulder, then slide your hand down to your wrist as you say: /g...ōōō/.

Students touch their shoulders, then slide hands down to wrists as they say: /g...ōōō/.

**(Student name), what's the word?**

Designated student ONLY should touch shoulder, slide hand down arm, and touch wrist while saying the word: *go!*

*Repeat the routine with 2-3 students using words in the list.*

**Today you used your arm to help you blend sounds – you're getting so good at this!**

**Word List:**

/b...ōōō/ (bow)

/p...āāā/ (pay)

/b...īīī/ (by)

/t...ūūū/ (too)

/g...īīī/ (guy)

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/  
EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

Students who have mastered blending words with two phonemes may be ready to move on to three!