

Date: _____

Arm Blending 3, 4, and 5 Phoneme Words (mixed sounds)

PLAN

Component: Phonological Awareness

Instructional Activity: Arm Blending 3, 4, and 5 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).

You are going to practice blending 3, 4, and even 5 sounds into a word. 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 several sounds to make a word by yourself.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

You are going to *blend*, or put together, several sounds to make a word. As you do this, you are going to move your right hand down your left arm, from the shoulder to the wrist, to show how you blend the sounds to make a word. This is called *arm blending*.

When we *blend* sounds, we say the sounds slowly and smoothly, connecting the sounds as much as possible. Sometimes, sounds can be held for a second or two, like /mmm/ and /sss/. Sometimes sounds can't be held, like /t/ and /p/. If a sound 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." To blend a stop sound, like /t/, with another sound, like /oo/, say /t/ quickly, then immediately begin saying /oo/. Do not pause between the sounds!

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I DO IT!

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

Watch and listen as I show you how to blend several sounds together to say a word.

Hold your left arm straight in front of you, palm down. **I'm going to say three sounds. When I say the first sound, I'll touch my shoulder.** Model. **If possible, I keep holding that sound as I move my hand down my arm.** Model moving hand. **If I can't hold the sound, I move my hand quickly to my elbow.** Model. **When my hand touches the inside of my elbow, I start saying the second sound and hold it if I can.** Then, **I move my hand down to my wrist. When I touch my wrist, I say the third sound and hold it if I can.** Model touching wrist. **Then, I start at my shoulder again, and say the sounds more quickly, blending them together as I move my hand to my elbow and on to my wrist. Finally, I say the whole word.**

Watch and listen. My turn.

Touch shoulder and say: /lll/.

Hold the sound as you move your hand down to your elbow and say the next sound: /lll/.

Hold the sound as you move your hand down to your wrist and say the last sound: /k/.

Touch shoulder again, then sweep hand down the arm and touch wrist while saying /llllk/. **The word is like!**

This time, I'm going to blend a word with four sounds. I'll touch my shoulder, my upper arm (between shoulder and elbow), my forearm (between elbow and wrist), and my wrist.

Watch and listen. My turn.

Touch shoulder and say: /t/.

Don't pause. Move your hand quickly to your upper arm and say the next sound: /äää/.

Hold the sound as you move your hand down to your forearm and say the next sound: /sss/.

Hold the sound as you move your hand down to your wrist and say the last sound: /k/.

Touch shoulder again, then sweep hand down the arm and touch wrist while saying /täässsk/. **The word is task!**

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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, slide you hand to your elbow, then slide your hand to your wrist as you say: /mmm...āāā...nnn/ (*main*).

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

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

Follow the routine to practice blending the sounds /sss...mmm... āāā...k/ (*smack*) and /sss...t...ēēē...mmm/ (*steam*).



If students need support with:	Then try this:
Sliding their hand down their arm while making the sounds (if the arm is not helping, but is distracting instead)...	Use a different visual tool, such as sound boxes and "chips." Or the teacher can provide the visual while the students focus just on producing and blending the sounds.
Blending 4 or 5 phonemes...	Work with the number of phonemes that provides the appropriate level of challenge for the group of students completing the task.

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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 sounds together to say a word. Everyone will say the sounds after me while using arm blending, but only the student whose name I call should blend the sounds together into a word. The rest of you should think the answer in your heads.

Everybody repeat after me.

Touch your shoulder, slide your hand to your elbow, then slide your hand to your wrist as you say: /g...ōōō...t/ (*goat*).

ALL students touch their shoulders, slide hands to their elbows, then slide hands down to wrists as they say: /g...ōōō...t/.

(Student name), what's the word?

Designated student ONLY should touch shoulder, slide hand to elbow, then slide to wrist while saying the word: *goat*!

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...rrr...ōōō...k/ (*broke*)

/sh...āāā...mmm/ (*shame*)

/b...rrr...īīī...t/ (*bright*)

/sss...t...ūūū...k / (*stuck*)

/g...īīī...d/ (*guide*)

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 could also blend sounds with sound boxes and “chips” or with their fingers. When students have a few letter names and sounds in their “toolkit” they should begin blending with the letters present.