

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


## Blending 2 Phoneme Words (stop sounds)


PLAN

**Component:** Phonological Awareness

**Instructional Activity:** Blending 2 Phoneme Words (stop sounds)

**Materials Needed:** N/A

 **Approximate Time:**  
5 minutes

 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

Let's learn how to blend two sounds into a word. This time, the first sound will be a sound that can't be held. 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. The first sound will be a sound that can't be held, like /t/, /b/, or /k/. The second sound will be a vowel sound that can be held. We will have to say the first sound quickly and move right on to the second sound, because we need to connect the sounds as much as possible. Connecting the sounds makes it easier to *blend* them into words.

*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'm going to say two sounds. When I say the first sound, I'll hold up my pointer finger.** Model. The teacher needs to start with the pointer finger on the right hand and end with the pointer finger on the left hand if she is in front of the students. That way, students see the blending moving from left to right (mirror image). **I will say the sound quickly, then start saying the second sound as I hold up the pointer finger on my other hand.** Model holding up the pointer finger on the left hand. **Then, I blend the two sounds together as I move both fingers so they touch.** Model moving both fingers together.

**Watch and listen. My turn.** Hold up the right pointer finger and say /t/. Immediately hold up the left pointer finger and say /ōōō/. Bring both fingers together and say /tōōō/. **The word is toe!**

**Listen again. My turn.** Hold up the right pointer finger and say /b/. Immediately hold up the left pointer finger and say /ēēē/. Bring both fingers together and say /bēēē/. **The word is bee!**

**Did you notice how I said the first sound quickly and then jumped right into saying the next sound? That's what we do when we blend a sound that can't be held.**

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## Blending 2 Phoneme Words (stop sounds)

WE DO IT!

### Provide guided practice.

Let's try it together! Listen as I say the sounds. Then we will blend the sounds into a word together.

Hold up your right pointer finger, then your left, as you say the sounds: /p...āā/.

**What's the word?** Bring your pointer fingers together as students and teacher say the word: *pay*!

Follow the routine to practice blending the sounds /k...ēē/ (*key*) and /t...ēē/ (*tea*).



If students need support with:	Then try this:
Doing the hand motions and saying the sounds at the same time...	Try having them just listen to the sounds and not use their hands, then they can add the hand motions. You may also use a picture of the word (e.g., a picture of a bee) cut in half and have them move the two halves together as they blend the sounds.

*Teacher tip: If you want students to say the sounds and do the hand motions, they should hold up their left pointer finger when they say the first sound, then their right pointer finger when they say the last sound. Then, they move their pointer fingers together as they say the word.*

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## Blending 2 Phoneme Words (stop sounds)

YOU DO IT!

**Provide independent practice.**

Your turn. Now, I'm going to call on one of you at a time to blend two sounds together to say a word. Everyone will listen to the two sounds, 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.

**Listen.** Hold up your right, then left, pointer finger as you say /p...īī/.  
**(Student name), what's the word?** Designated student ONLY should say the word: *pie!*

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

**Isn't blending fun? You're doing a great job putting sounds together!  
We'll keep practicing and you'll be a pro in no time!**

**Word List:**

/d...ōōō/ (doe)

/d...āāā/ (day)

/b...īīī/ (buy)

/ch...ūūū/ (chew)

/j...āāā/ (jay)

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 master blending two sounds early may be able to move to blending three or more sounds.