

Date: _____

Blending 2 Phoneme Words Using Sound Boxes

PLAN

Component: Phonological Awareness

Instructional Activity: Blending 2 Phoneme Words Using Sound Boxes

Materials Needed: Sound Boxes (see last page) and chips/counters



Approximate Time:

5 minutes



Click here for video example

Individual

Small Group

Large Group

OBJECTIVE

State the objective(s).

You're going to learn how to blend two sounds into a word using Sound Boxes. 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.

Teacher tip: For this activity, the teacher and each student will need Sound Boxes (see image on last page) and two chips/counters that fit into the boxes. Consider using transparent color counting chips, teddy bear counters, pennies, or even Goldfish® crackers.

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. For example, if I want to *blend* the sounds /m/ and /oo/, I would NOT say /m/ (pause) /oo/. I would say /mmmoo/. *Blending* the sounds slowly and 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.

Teacher tip: For this activity, the teacher and each student will need their own Sound Boxes page (see last page) and two chips/counters. Wait to pass out the student materials until it is their turn to practice.

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

Find the row with two boxes. Put a chip on the line above each box.

My turn. Watch and listen as I pull down two sounds.

Then, I'll blend the sounds together to say the word.

/mmm.../ pull the chip into the first box;

/...ēēē/ pull the chip into the second box.

Drag your pointer finger from left to right under the chips: /mmm...ēēē/. **The word is me!**

I'm going to do another one. Watch and listen.

/ăăă.../ pull the chip into the first box;

/...mmm/ pull the chip into the second box.

Spell a Short Word* or a Syllable
*a word with only one vowel sound

1. Stretch the word. Listen for each sound. 2. Write the letter or pattern for each sound in a box.
3. Check by pointing under each box and saying the sound your wrote.
4. Try stretching the word again and writing the spelling for each sound on the line beside the boxes.

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WE DO IT!

Provide guided practice.

Let's try it together! Pass out a Sound Box page and two chips/counters to each student.

Find the row with two boxes and point to it. Check for accuracy.

Put one chip above each of the two boxes. Check for accuracy.

I will say two sounds and move a chip into a box while saying each one. You will repeat after me.

Then, you will drag your finger under the boxes and blend the sounds together to say the word.

My turn: /sss...āāā/. Model saying the sounds and moving the chips

Your turn. Students say the sounds and move their chips: /sss...āāā/.

Let's do one more. Put the chips back above the boxes. Model.

My turn: /ūūū...sss/. Model saying the sounds and moving the chips

Your turn. Students say the sounds and move their chips: /ūūū...sss/.

What's the word? Students and teacher together: *us!*



If students need support with:	Then try this:
Blending the sounds...	Present the sounds more closely together on the first words, then try leaving a bigger pause between the two sounds (or having them go at their own pace) on future words.

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YOU DO IT!

Provide independent practice.

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

My turn. /sss...ōōō/. Model saying the sounds and moving the chips.

Your turn. Students say the sounds and move their chips: /sss...ōōō/.

(Student name), what's the word? Designated student ONLY: so!

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

Today you learned how to use sound boxes to help you blend – or put two sounds together! Great work!

Word List:

/fff...ōōō/ (foe)

/lll...āāā/ (lay)

/mmm...īīī/ (my)

/nnn...ūūū/ (new)

/sss...ēēē/ (see)

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.

For students who are ready for a challenge, they could help you identify how many chips you might need when you alternate words with 2 or 3 sounds.

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*a word with only one vowel sound

1. Stretch the word. Listen for each sound.
2. Write the letter or pattern for each sound in a box.
3. Check by pointing under each box and saying the sound you wrote.
4. Try stretching the word again and writing the spelling for each sound on the line beside the boxes.

Spell a Short Word* or a Syllable
*a word with only one vowel sound

1. Stretch the word. Listen for each sound.
2. Write the letter or pattern for each sound in a box.
3. Check by pointing under each box and saying the sound you wrote.
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