

Date: _____

Blending 3 Phoneme Words (mixed sounds)

PLAN

Component: Phonological Awareness

Instructional Activity: Blending 3 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're going to learn how to blend *three* sounds into a word. 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 three sounds to make a word by yourself.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

We are going to *blend*, or put together, sounds to make a word. Remember, when we *blend* sounds, we say the sounds slowly and smoothly, connecting the sounds as much as possible. If the word contains a sound that can't be held, we say the sound quickly, then move right on to the next sound without pausing. *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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Demonstrate. *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

This time, I'm going to use my fingers as we blend the sounds. Watch and listen.

Teacher tip: You may use either hand, but students need to see your fingers moving from left to right, like text. If you use your left hand, put your elbow on the table (or on a pretend table if you're standing) with your palm facing the students, then make a fist. If you use your right hand, your palm should face you. Either way, start counting with your index finger.

/mmm/ hold up your index finger **/äää/** hold up your middle finger **/ch/** hold up your ring finger. Bring the three fingers together as you say the whole word: **match! I held each sound until I started saying the next sound.**

My turn again. /g/ hold up first finger. Jump quickly off of the /g/ and start saying the next sound: **/üüü/** hold up second finger **/mmm/** hold up third finger. Bring the three fingers together as you say the whole word: **gum! I had to say the sound /g/ quickly, because it can't be held. I moved right on to the next sound.**



If students need support with:

Doing the hand motions and saying the sounds at the same time...

Then try this:

Try having them just listen to the sounds and not use their hands, then they can add the hand motions. You could also use objects or pieces of paper they can push together as they blend the sounds.

I DO IT!

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WE DO IT!

Provide guided practice.

Let's try it together! I'll say the sounds in the word, then you will help me blend them together and say the whole word.

Listen. Hold up a finger for each sound, starting with the pointer finger, and say /lll...āāā...k/.

What's the word? Bring the three fingers together as teacher and students say: *lake!*

Let's do another one together. Listen. Hold up a finger for each sound, starting with the pointer finger, and say /g...ěěě...sss/.

What's the word? Bring the three fingers together as teacher and students say: *guess!*

Follow the routine to practice blending the sounds /fff...ōōō...nnn/ (*phone*) and /nnn...ěěě...d/ (*need*).



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 could also use objects or pieces of paper they can push together as they blend the sounds.

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YOU DO IT!

Provide independent practice.

This time, you will blend the word by yourself. I'm going to call on one of you at a time to blend the sounds together to say a word. Everyone will listen to the 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 fingers as you say /sss...ōōō...p/.

(Student name), what's the word?

Designated student ONLY should move pointer fingers together and say *soap*!

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

Today you learned how to blend three sounds in a word – think of all of the words you can blend now! So exciting!

Word List:

/g...ōōō...t/ (goat)

/l...l...p/ (lip)

/t...p...p/ (type)

/n...ōōō...t/ (not)

/p...āāā...t/ (pat)

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 are mastering blending quickly may be ready for some words with initial or final consonant blends.