

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

## Additive Blending

PLAN

**Component:** Decoding

**Instructional Activity:** Additive Blending

**Materials Needed:** whiteboards, markers, letter-sound cards



**Approximate Time:**  
10 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

### State the objective(s).

You are going to learn how to put sounds together in words by adding sounds one at a time. Understanding how to put sounds together is important because that is how we read words. You will know you have it when you are able to put three sounds together to read a word without any help from me.

*Teacher Tip: Consider your instructional goals and the needs of your students when selecting which words to work through with students. Sounds that can be held (such as /mmm/, /sss/, /zzz/, /nnn/, /lll/, /fff/, vowels, etc.) are easier to blend together than sounds that cannot be held (such as /t/, /g/, /p/, /d/, etc.). Use word lists that get more difficult as students are more comfortable with their blending skills.*

*CVC Words beginning with a continuous sound: mop, mad, red, rig, sun*

*CVC words beginning with a stop sound: jet, bad, did, gun, hot*

*CVCC words ending with a consonant blend or double consonants: mask, pond, jump, miss, kept*

*CVCC words beginning with a consonant blend: frog, clam, glad, skin, step*

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

## Additive Blending

REVIEW &  
VOCABULARY

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

Another way to say “put sounds together” is to say we are going to *blend* sounds. When we *blend* sounds, we put them together. We say the sounds right after each other without any stopping or pausing in between them. Sometimes we take sounds apart and sometimes we put them together. When we put sounds together, we say we are *blending* them.

Before we begin today, let’s review some letter sounds. We want to say our sounds automatically when we see the letter. That means we want to make the sound right away. Pay attention to how you are making the sound with your mouth, so you make the sound correctly. Do a quick letter flash or other review of letter sounds prior to this task.

I DO IT!

**Demonstrate.** *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Watch and listen as I blend sounds.

I am going to write one letter at a time on the whiteboard.

Each time I write a letter, I will point to it and ask you to make the sound.

Then I will write the next letter, point to it, and ask you to make the sound.

Next, we will go back and blend the two sounds together.

Last, I will write the final sound, point to it, and ask you to make the sound.

Finally, we will go back and blend all the sounds together to read the word.

**Watch me try one.**

Write the letter *s* on the board. Point to it. **Sound?** /sss/

Write the letter *a* next to the *s*. Point to it. **Sound?** /äää/

Slowly slide your finger under the *s* and *a*. **Blend:** /sssäää/

Write the letter *t* on the board next to the *a*. Point to it. **Sound?** /t/

Slowly slide your finger under each letter as you blend the sounds. **Blend:** /sssääät/.

**The word is *sat*. The pig *sat* in the mud!**

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

**Provide guided practice.**

**Let's try it together!**

Write the letter *m* on the board. Point to it. **Sound?** Students respond /mmm/.

Write the letter *u* on the board. Point to it. **Sound?** Students respond /üüü/.

Slowly slide your finger under the *m* and *u*. **Blend.** Students respond /mmmüüü/

Write the letter *g* on the board. Point to it. **Sound?** Students respond /g/.

Slowly slide your finger under each letter as you blend the sounds. **Blend.** Students: /mmmüüüg/

**What's the word?** Students respond: *mug*

**That's right, mug!** I love a big *mug* of hot chocolate!

**Let's try three more together.** Use the same routine for following words.

WE DO IT!

Word List	
Continuous Initial Sounds	Non-Continuous Sounds
net	bed
sob	job
fin	pin



If students need support with:	Then try this:
Blending continuous sounds together	Make sure the student is not breaking between the sounds. Try saying, "Take a deep breath, then breathe out as you say the sounds."
Blending a stop sound and a continuous sound (such as /b...äää/)	Make sure the student is not adding a schwa sound after the stop sound (buh...äää). Model moving quickly from the short, clipped stop sound to the next sound and have the student repeat after you.

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

## Additive Blending

YOU DO IT!

### Provide independent practice.

Your turn. I will call on one student to read a word. The rest of you will whisper the sounds very softly to yourselves.

Follow the routine using the following words. Give multiple students the opportunity to respond.

Word List	
Continuous Initial Sounds	Non-Continuous Sounds
met	bad
fox	pot
lid	get

Today we read words by blending one sound at a time!

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.*

If students are proficient with three sounds, move into four sound words such as slip, flat, or spin.