

Date: _____


Whole Word Blending


PLAN

Component: Decoding

Instructional Activity: Whole Word Blending

Materials Needed: whiteboard, markers, index cards, 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 a whole word. Knowing how to put sounds together is important because that is how we read words. You will know you have it when you can put the sounds together to read the word, I give you by yourself.

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

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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 stops 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.

Write the word *dot* on the board.

Watch me point to each letter in this word while I make each sound. Model: /d/ /ōōō/ /t/

Now I am going to go back to the beginning of the word and slide my finger under the word slowly. I will blend the sounds together making each sound, one right after the other. /dōōōt/ Model.

Last, I will say the word quickly all together, like this: *dot*!

I left a little *dot* on the paper.

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Provide guided practice.

Let's try it together!

Pass out copies of the word list for this activity.

Point to the first word on the list. Put your finger under the first letter. Sound? Teacher and students respond: /rrr/.

Move your finger to the next letter. Sound? Teacher and students respond /ěěě/.

Move your finger to the last letter. Sound? Teacher and students respond /d/.

Slide your finger slowly under all the letters while you make the sounds. Teacher and students respond /rrr...ěěě...d/.

What's the word? Teacher and students respond: *red!*

Red is my favorite color!

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

Word List
yet
pin
tub

WE DO IT!



If students need support with:	Then try this:
Blending sounds together (and you have already considered the kinds of sounds they are working with)	Back up to two sound words (at, in, up, it, etc).
Blending sounds together and then correctly saying the whole word.	Use magnetic alphabet tiles and have student push the tile up as they say the sound. "Mark" the place where the first sound is to remind students to go back to this sound before saying the whole word.

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YOU DO IT!

Provide independent practice.

Now, you all will do it by yourselves. I will give each of you an index card and you will point to each letter and say the sound. When you get to the end of the word you will go back to the first letter, slowly say all the sounds, and then blend the sounds together to say the whole word.

Repeat the routine using the following words.

Word List	
bet	lug
zip	sick
fan	mop

Today you learned to blend sounds together to read whole words!

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.*

When students are ready, they can move on to four phoneme words.