

## Phonemic Awareness: Blending

Phoneme blending is being able to hear each individual sounds in a word, then put those sounds together and say the word. An example of this would be say /sss/, /aaa/, /nnn/, /d/ and then the student would say 'sand'. Being able to blend words is essential in order to develop good reading skills. When a student can blend their sounds together, they will then be able to see the letters within the word, think about what sounds those letters make, and then blend the sounds to say the words out loud. When students are able to blend well, they show better literacy growth.

## Assessments

**Formative Assessment:** For each activity, you could have each student write the blending word on a note card or sticky note and hand it in.

You can also have them verbally blend the word for you. Having them play the games /activities are also a great formative assessment to tie back into the objectives and standards. These activities are great opportunities for the students to practice blending and practice what they have been learning.

**Summative Assessment:** For the suit case activity you could have students come up with another item in the suitcase on their own, write it down, and then blend the word. For the slow motion activity, you could give each student a sticky note. Then say /o/ /pen/ and ask what word did I say? The students would then write the word down. To go with the picture slide activity, each student can be given a recording that says the word. For example: /l/ /ē/ /f/. The student will then click the correct picture on their computer.

## Differentiation

**Above/Below/Approaching:** These activities can be done in groups or on their own. A great way to help students who are below are proficiency are to pair them with students who are above proficiency to help model what is to be done with segmenting. You can also have rotations and have part of the class do groups and the other half do on their own.

**Visual:** These activities are great for visual learners! They are able to see the picture and say the word out loud. They are also able to see the items in the suitcase and segment the words. With the slow motion activity they get to visually see their name.

**Auditory:** In each of these activities, students will be saying the words out loud and segmenting them. These are perfect for auditory learners because they can hear what the word should sound like.

**Kinesthetic/Tactile:** All three of these activities give kinesthetic learners a chance to move around the classroom and learn. These activities are also hands on and involve the students doing the work which is great for tactile learners!

## Activities

**The Suitcase Game:** Fill a suitcase with types of traveling items and clothes. Tell the students that we are preparing for a trip to Europe! Start going through the items in your suitcase. I found a pair of /p/ /a/ /n/ /t/ /s/, what is this item in the suitcase? After they say pants, pull the pants out of the suitcase. Keep going until you've went through all your items in your suitcase.

**Slow Motion Activity:** Start out by saying a student's name stretched out: in a 'slow motion'. Then ask, "what did I say?" Next partner the students up and have them say words in slow motion and have their partner say the word.

**Picture Slide:** Place picture card parts into separate stacks. Next, have the students choose a stack of cards and put the cards in order leaving spaces in between. The students will then name the picture and segment the word into phonemes by sliding the parts of the picture together. They will continue until all stacks are done. Example: a picture of a frog will be put into 4 different segments. They will then slide the 4 segments together saying /f/ /r/ /o/ /g/.

<http://www.bemidji.k12.mn.us/wp-content/uploads/2014/03/Phoneme-Blending-Activities2.pdf>  
[http://fcrf.fsu.acs.sitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student\\_center\\_activities/k1\\_phonological\\_awareness/k1\\_phoneme\\_segmenting\\_and\\_blending/k1\\_pa048\\_picture\\_slide.pdf](http://fcrf.fsu.acs.sitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonological_awareness/k1_phoneme_segmenting_and_blending/k1_pa048_picture_slide.pdf)