

Task 3:

Orally

Blending

..... ACTIVITY 15: Put It Together

SKILL: oral blending

In *Put It Together*, you will say a word in parts. The children are to orally blend the word parts and say the word as a whole. To add to the playfulness of the activity, use a classroom puppet. Explain to the children that the puppet only likes to say whole words. You will say a word in parts and they are to guess what the puppet will say. The puppet can then provide corrective feedback and model blending, when necessary.

Sample:

Explain to children that you are going to say a word in parts. You want them to listen carefully, and then say the word as a whole. For example, if you say /m/ /a/ /n/, the children are to respond with *man*.

Use these and other word parts:

- /m/ /a/ /p/ (map)
- /s/ /u/ /n/ (sun)
- /l/ /i/ /k/ (lick)
- /f/ /i/ /t/ (fit)
- /k/ /a/ /t/ (cat)

SUGGESTION BOX: Model for chil-

dren how to blend sounds into words. For example, you might say, "I'm going to say a word very slowly, sound by sound. Then I'll say the word a bit faster. Finally, I'll say the word the way it is usually said. For example, if I hear the word parts /m/ /a/ /t/, I can blend them together like this: *mmmmmaaaaaat, mmaat, mat.*" Begin the modeling of blending with short CVC words (i.e., *sat, sun, map*) that start with continuous consonants such as *m, s, l, f,* and *r*. These sounds can be sustained without distortion and make it easier for children to discriminate and blend the sounds.

To help children visually note when you change from sound to sound as you blend the word, add movements. For example, you might move your hands from right to left as you change from sound to sound. Another technique is called "arm blending." Extend your left arm. Using your right hand, move your hand down your arm as you go from sound to sound in the word being blended. "Touch down" on the arm at each new sound. Have the children practice arm blending when they orally blend words. Left-handed children should extend their right arms.

Use the following sequence for *Put It Together* throughout the weeks of instruction:

Level 1: blend words syllable by syllable

Example: sand . . . wick (sandwich)

Level 2: blend words by onset and rime

Example: /m/ . . . ap (map)

Note: A reverse of this level is to blend the first part of the word and then the final sound, such as *ca . . . /t/*.

Level 3: blend words phoneme by phoneme

Example: /m/ /a/ /n/ (man)

ACTIVITY 16: Sound It Out

SKILL: oral blending

Write the song "Sound It Out" on chart paper. Sing the song to the tune of "If You're Happy and You Know It." At the end of the song, say a word in parts for children to orally blend. For example, /s/ . . . at. Then sing the song several times. At the end of each singing, point to a child to provide word parts for the class to blend.



Sound It Out

If you have a new word, sound it out.
If you have a new word, sound it out.
If you have a new word,
Then slowly say the word.
If you have a new word, sound it out.

"In order to benefit from formal reading instruction, children must have a certain level of phonemic awareness. Reading instruction, in turn, heightens their awareness of language. Thus, phonemic awareness is both a prerequisite for and a consequence of learning to read." (Yopp, 1992)

ACTIVITY 17: Old MacDonald Had a Box

SKILL: oral blending

Write the song "Old MacDonald Had a Box" on chart paper. Explain to children that this is a different version of the popular song "Old MacDonald Had a Farm." Track the print as you sing. Sing the song several times. During each singing, orally segment a different one-syllable word for children to orally blend. You might segment the word by onset and rime (/k/ . . . an) or phoneme (/k/ /a/ /n/) depending on the children's instructional level. The following word parts can be used: /p/ . . . en, /s/ . . . ock, /m/ . . . p, /h/ . . . at, /t/ /o/ /k/, /t/ /o/ /p/, /f/ /a/ /n/, /b/ /a/ /t/.

Old MacDonald Had a Box

Old MacDonald had a box, E-I-E-I-O.
And in the box he had a /k/ . . . an, E-I-E-I-O
With a can, can, here
And a can, can there,
Here a can, there a can,
Everywhere a can-can.
Old MacDonald had a box, E-I-E-I-O.

As a variation, sing the original version of "Old MacDonald Had a Farm." Then have children change the E-I-E-I-O part by singing a rhyming counterpart, such as SE-SI-SE-SI-SO or ME-MI-ME-MI-MO.

..... ACTIVITY 18: Guess It!

SKILL: oral blending

The *Guess It!* game can be played in many ways. In this version of the game, you will orally segment the name of an animal. Children must guess the animal's identity. For example, you might tell children that you are thinking of the names of farm animals. The children must guess each animal's name.

Sample:

Teacher: I'm thinking of an animal. It's a /p/ . . . ig. What am I thinking of?

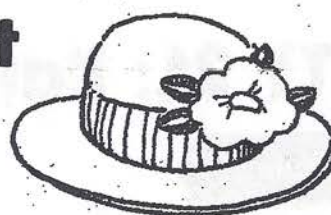
Children: A pig!

Continue with other categories such as zoo animals, classroom objects, numbers, colors, or household items.

As a variation, place the picture cards from pages 28 and 29 in a bag. Draw out one picture at a time. Tell children that you see a /k/. . . at, for example. Children are to orally blend the word parts to guess the picture name. Display the picture card for children to check their responses. Then invite children to be the "teacher" and segment the words for the class to guess. When children become skilled at segmenting and blending words by onset and rime, repeat the activity asking them to segment and blend the words phoneme by phoneme.

..... ACTIVITY 19: Draw It

SKILL: oral blending



Have children divide a sheet of paper into fourths. Then orally segment the name of an easily drawn object, such as a *hat*. Children will orally blend the word parts and then draw the picture in one section of the paper. In the early exercises, segment the words by onset and rime, such as /h/ . . . at. In later exercises segment the words phoneme by phoneme, such as /h/ /a/ /t/. Begin with two- or three-phoneme names (i.e., tie—/t/ /ī/; kite—/k/ /ī/ /t/) and progress to four-phoneme names (i.e., box—/b/ /o/ /k/ /s/).

ACTIVITY 20: Mystery Sentences

SKILL: oral blending

Read aloud sentences from a book, or sentences that you create. In each sentence choose one word to read in sound segments instead of as a whole word. The children must orally blend the word and then say it. Use sentences in which the children cannot guess the word based on context clues.

Sample:

Teacher: I gave it water when it was /h/ /o/ /t/.

When it was what?

Class: hot!

Use these and other sentences:

- I put a /p/ /e/ /n/ on the table. What did I put on the table? (a pen)
- The boy ran to the /b/ /u/ /s/. The boy ran to the what? (the bus)
- She is /f/ /ī/ /v/ years old. How old is she? (five years old)
- He found his red /s/ /o/ /k/. What did he find? (his red sock)
- I gave him my favorite /g/ /ā/ /m/. I gave him my favorite what? (game)



ACTIVITY 21: Name Game

SKILL: oral blending

When lining up children for recess or lunch, practice blending. Say a child's name in parts, such as /s/...am. The child whose name is segmented can get in line as the class blends the word parts to say their classmate's name.