

Phonological Awareness: Oral Blending and Segmenting

Instructions for Oral Blending: Explain that the students will blend sounds together to make words. They will say the sounds, and then they will say the word. For the first few activities, model using a word such as *mat*. Say each sound, /m/ /a/ /t/, using continuous blending, then say the word.

For continuous blending, say each sound distinctly with no pause between the sounds.

For more support, use a visual cue by drawing three blanks and pointing under each one as you say the sounds.

For Oral Segmenting: Explain that the students will say the sounds in a word. First, they will say the word; then they will say the sounds in the word. For the first few activities, model using a word such as *nap*. Say the word normally; then say the sounds /n/ /a/ /p/.

For Identifying First or Middle Sound: Explain that the students will say a word and then say the [first/middle] sound in the word. For the first few activities, model using a word such as *cap*. Say the word; then say the sounds in the word; finally, identify the [first/middle] sound.

1. Blending

/s/ /a/ /t/

/f/ /i/ /t/

/r/ /o/ /b/

/h/ /i/ /t/

/g/ /o/ /t/

/t/ /a/ /g/

2. Blending

/r/ /o/ /d/

/r/ /i/ /p/

/f/ /e/ /d/

/r/ /u/ /n/

/b/ /a/ /t/

/d/ /u/ /g/

3. Segmenting

rib, puff, set, ham,

men, top

4. Segmenting

them, path, than,

moth, thick, bath

5. Blending

/sh/ /e/ /ll/

/m/ /a/ /sh/

/sh/ /o/ /p/

/h/ /u/ /sh/

/sh/ /u/ /t/

/f/ /i/ /sh/

6. Identify

First Sound

net, fin, rash, gum,

mash, shock

7. Blending

/f/ /u/ /zz/

/m/ /a/ /tch/

/w/ /e/ /b/

/f/ /e/ /tch/

/s/ /u/ /m/

/c/ /a/ /tch/

8. Identify

First Sound

well, sit, dull, not,

ten, red, fun

9. Identify

Middle Sound

rock, fudge, pick,

till, tack, neck

10. Identify

Middle Sound

than, sack, judge,

sock, tan, sick

Phonological Awareness: Oral Manipulation

Instruction for Producing Rhyming Words: Explain that the students will make rhyming words. You will say the first sound and the students will make a word that begins with that sound and rhymes with at. Model using the sound /k/. Say at. Then say /k/. Blend the sounds to say the word *cat*.

For Segmenting Onsets and Rimes: Explain that you will say a word and the students will say the word without the first sound. Model using the word *cup*. Say *cup*. Then say the sound in *cup*, /k/ /up/. Finally, say up. If necessary, model with a second word.

For Adding Phonemes: Explain that the student will add a sound to the beginning of a word to make a new word. Model using at and the sound /r/. Say at. Then say the sound /r/. Finally, say the word *rat*. If necessary, model with a second onset and rime.

For Substituting a Phoneme: Explain that the students will change the first sound in a word to make a new word. Model using the word *man* and the sound /f/. Say *man*. Then explain that you will change /m/ to /f/. Say *fan*; then segment the onset and rime, /m/ /an/. Finally, say /f/ and the new onset and rime /f/ /an/ and say the word *fan*.

1. Producing Rhyming Words

Rhyme with at: /m/, /s/, /r/

Rhyme with it: /s/, /f/, /l/

2. Producing Rhyming Words

Rhyme with an: /m/, /f/, /r/

Rhyme with am: /s/, /r/, /h/

3. Segmentation of Onsets and Rimes

red, end, met, let, pet, pen

4. Segmentation of Onsets and Rimes

lets, fills, sells, tells, gets, locks

5. Adding Phonemes

at: add /r/, /s/, /m/, /f/, /k/

it: add /s/, /f/, /m/, /h/, /p/

6. Adding Phonemes

ip: add /s/, /h/, /l/, /n/, /t/

in: add /f/, /p/, /t/, /w/, /b/

7. Adding Phonemes

ap: add /m/, /r/, /l/, /n/, /t/

ick: add /l/, /s/, /r/, /p/, /k/

8. Producing Rhyming Words

Rhyme with ock: /r/, /s/, /l/

Rhyme with op: /m/, /h/, /t/, /p/

9. Substituting Initial Phoneme

man: change /m/ to /f/, /m/ to /v/, /m/ to /r/, /m/ to /p/

rug: change /r/ to /h/, /r/ to /b/, /r/ to /d/, /r/ to /t/

10. Substituting Initial Phoneme

fill: change /f/ to /h/, /f/ to /m/, /f/ to /w/, /f/ to /t/

back: change /b/ to /s/, /b/ to /r/, /b/ to /p/, /b/ to /t/

Reading Mixed Lists

Preparation: Write the words in a list on chart paper where all the students can see them.

Instructions: Tell the students that they will blend sounds together to read words. Explain that first the students will say the sound of each letter in the word; then they will put the sounds together to read the word.

For the first few lists, model with the first word. For example, point under each letter in the word *top* as you say the sounds /t/ /o/ /p/. Then point back to the beginning of the word and sweep under it as you say *top*.

Note: You may wish to set up a signal such as pointing to the left of the word or saying “Read” to ensure that the students read chorally.

1. top, fill, job, pal, on, hill, box, mom, rob, mat, hot, hit

2. let, big, pat, run, get, pup, yes, rug, web, pet, cub, buzz

3. with, dug, this, bus, wet, bath, egg, than, tub, math, sob, thin

4. with, rat, then, up, mess, this, pet, bath, fun, them, fix, less

5. ship, quit, that, math, fed, hush, jet, quiz, zip, shut, with, lot

6. rag, rags, dig, big, pig, pigs, got, gum, hug, kiss, mud, mops

7. got, rock, bug, dog, rags, pin, nap, back, snug, dad, mom, rocks

8. end, red, let, lot, fell, fill, men, trucks, bell, ten, tan, neck

9. sum, when, pat, ash, hung, sing, shack, fell, buck, fuzz, neck, hog

10. led, red, rid, mess, pass, deck, fed, sock, peck, pecks, leg, fin

11. fish, rash, wish, shop, mash, shack, this, vet, well, thick, swim

12. ship, check, fix, van, desk, fed, rip, rich, mash, match, bug, wish

13. this, them, bath, gush, rash, dug, shop, dash, ships, went, tank, plant

14. patch, catch, chip, puff, chap, rich, chill, sell, rash, inch, chop, ash

15. mix, wax, lock, back, locks, chin, match, lunch, shed, vest, hush, patch

16. back, such, neck, when, quick, sick, elf, edge, tack, rock, thick, bridge

17. zip, fizz, jump, hedge, catch, shock, black, brick, zip, brag, brush, bled

18. sing, king, thing, think, smell, socks, drop, fresh, jam, frog, ranch, sting

19. sung, cuff, sing, lets, edge, when, which, back, wing, long, whiff, whip, fell

20. jog, rang, budge, pat, hung, such, sing, shock, fang, cash, fudge, quick

Note: Reading words with final *e* is challenging, because the students must look at the end of the word before reading it. You may have to support the students by pointing to the final *e* and asking whether the vowel in the word is long or short before having the students read the word.

21. eve, zone, rude, cubs, size, note, here, lift, safe, time, thick, cube

22. shade, these, bits, case, cute, tube, quite, tune, wide, hole, ramp, nose

23. sting, flock, chase, wise, stuck, shines, miles, same, bite, press, those, mask

24. scab, side, while, lakes, froze, capes, note, pale, noses, snake, west, globe

25. hike, rise, drive, dimes, flat, shame, wake, press, sore, fake, cones, step

26. game, shape, clip, hate, sizes, ride, homes, pole, tunes, bugs, skip, games

Note: To support the students in reading words with inflectional endings, you may wish to cover the ending and have them read the base word before reading the inflected word.

27. ate, ripe, hope, mute, holes, mile, cave, hide, word, same, stake, hopes

28. rides, choke, roses, tribe, spoke, use, sales, waved, joke, white, piled, skated

29. paste, notes, slides, shakes, dove, joked, joking, piling, flute, riding, passes

30. notes, making, wife, based, nine, rode, using, gave, tired, waving, these, diving

