Blending

Objective

Students will create and decode words.

Materials

- Letter cards made from Handout 1: Letter Cards or foam or magnetic letters
- Pocket charts or magnetic boards for each student (if available)
- Handout 2: Blending Example (for teacher)
- Optional video for teacher: *Consonant Blends* (http://texasgateway.org/resource/consonant-blends)

Overview

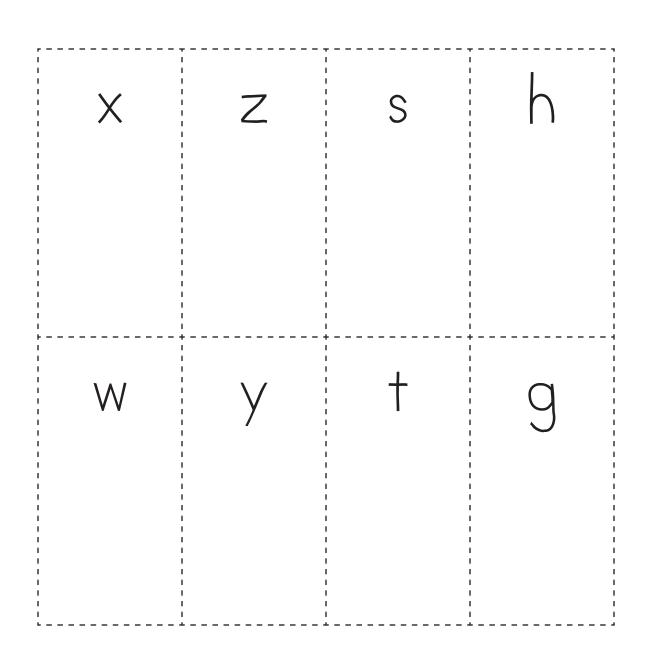
Model the activity and provide multiple opportunities for practice. Provide immediate corrective feedback when necessary.

Activity

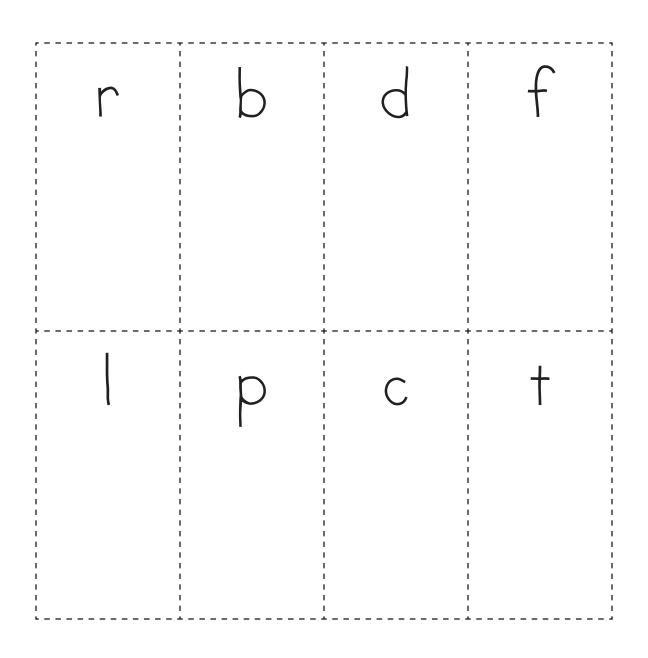
- 1. Review Handout 2, which provides an example of the following routine, before the lesson.
- **2.** Have students place letters in top slot of the pocket chart (or top of the magnetic board) as you review the name and sound of each letter.
- **3.** Have students use the letters to build words of different difficulty levels.
- **4.** Create new words by having students add, remove, or exchange letters.
- **5.** Have students blend the sounds to read the word.

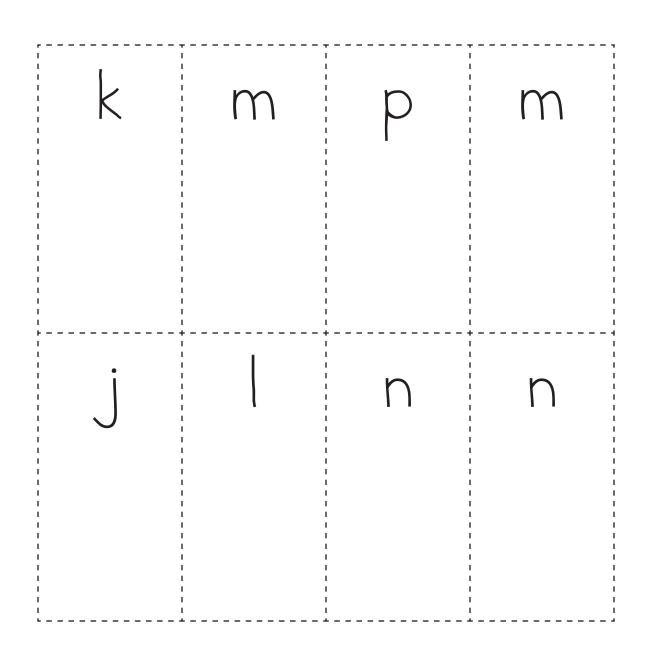
Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). *Teacher reading academies.* Austin, TX: Author.

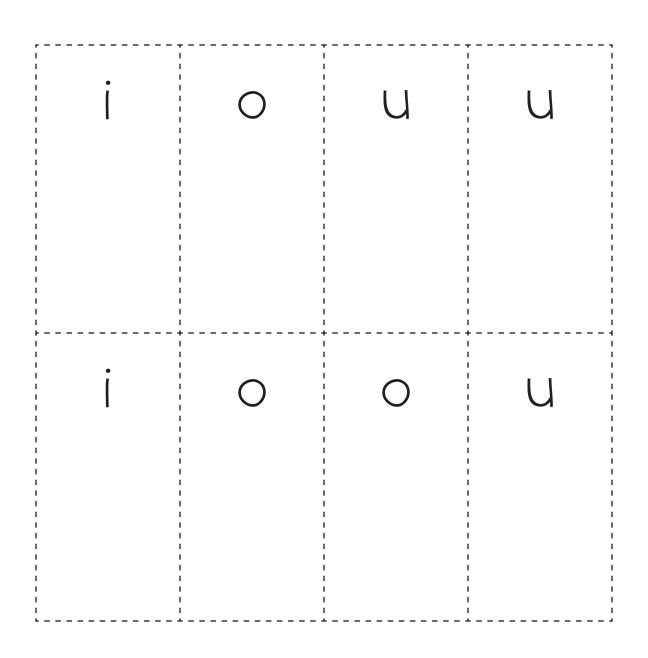
Letter Cards



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; D	' C	· T ·	V







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a	e		a		

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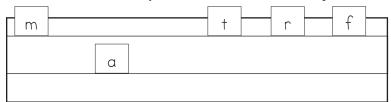
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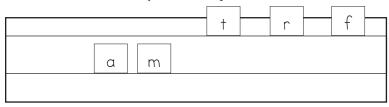
Blending Example

Review of a, m, t, r, and f

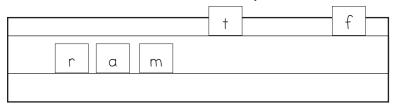
"Find the letter that says /a/. Name the letter and place it in the bottom pocket."



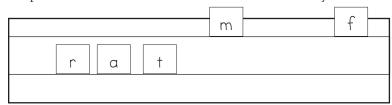
"Find the letter that says /m/ and place it after the first letter. What's the word?"



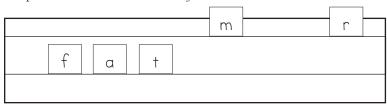
"Place the *r* before *am*. What does it say?"



"Replace the *m* in *ram* with a *t*. Tell me what it says."



"Replace the *r* in *rat* with an *f*. What's the word?"



"Take one letter away and make at."

