

Blending Words

Objective: To increase skill in blending letter sounds to make simple words for students who

- Have mastered letter sound correspondence with the letters in the words you will be blending
- Have not yet mastered this skill

Materials: List of fully decodable words following simple patterns (CVC for example) printed in a size students can read.

- 2-3 letter words are most simple to start
- Words with a continuous sounds in the initial position are easier
- Words made up of more common letter sounds are easier
- Best to choose consonants that have only 1 sound for this exercise
 - C & G in final position only for example
- Using more than 1 vowel sound in a session teaches students to look at each sound rather than memorizing a rime.

Sequence:

1. **Explain:** Interventionist says to the student “Today you’re going to practice blending sounds to make words. When I touch under a letter you’ll say the sound for that letter. When you blend, don’t stop between sounds. When I slide my finger under the whole word, you’ll say the word.” This explanation may be shortened for students who have had experience with this intervention, but some explanation must be given at the start of every session.
2. **Model:** Interventionist says to the student “I’ll model for you how blend two words. My turn.” Interventionist models for the students, using the signaling procedure described above with only the Interventionist responding. An adult model is to be provided at the start of every session, even if the student is familiar with the expectations of the task.
3. **Practice:** Interventionist says to the student “Your turn.” Interventionist practices with student. Interventionist maintains brisk pace, with little pause between words.
4. **Correction:** Any time a student responds incorrectly, the Interventionist immediately says “My turn,” demonstrates the correct response, then says “Your turn” has the student respond to the same word, backs up 2 words and continues forward so that the word identified incorrectly comes back up again. (i.e., “My turn. /m/ /o/ /m/ mom. Your turn.”)

What If I Don’t See Progress?

1. Reduce the number of words on the list you are practicing and repeat the list more times
2. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
3. Provide a model for more words
4. Be certain that error correction procedures being delivered correctly

Blending Words Intervention Integrity Observation Checklist

Student Name: _____

Grade Level of Student: _____

Interventionist Name: _____

Date of Observation: _____

Observer Name: _____

INTERVENTION SEQUENCE	YES	NO
Interventionist has a list of words for blending formatted in a size the student can read		
Interventionist explains task to student at least briefly every session		
Interventionist models task with at least two words every session		
Interventionist uses appropriate hand signaling during model		
Interventionist initiates practice		
Interventionist uses appropriate hand signaling for each word during practice phase		
Interventionist follows error correction procedure immediately for every error. Also mark "Yes" if the student did not make any errors during the observed session.		
Interventionist maintains brisk pace of presentation		

Additional Comments:

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Evidence Base

Adams, M.J. (2001). Alphabetic anxiety and explicit, systematic phonics instruction: A cognitive science perspective. In S.B. Neuman & D.K. Dickinson (eds.), *Handbook of Early Literacy Research* (pp. 66-80). New York: Guilford Press.

Goswami, U. (2000). Causal connections in beginning reading: The importance of rhyme. *Journal of Research in Reading*, 22(3) 217-240.

Greaney, K.T., Tunmer, W.E., & Chapman, J.W., (1997). *Journal of Educational Psychology*, 89(4) 645-651.