

THE
Phonemic Awareness Solution
for Blending

for New Readers and Children with Dyslexia

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Overview

These five ready-to-use activities are designed to help your student(s) build phonemic awareness skills.

Age/Grade

Older students who are struggling to read *may* have poor phonemic awareness skills. Children between the ages of 8-12 who are not decoding accurately or spelling phonetically can benefit.

For younger students, this resource is correlated with Common Core Standards for Grade One: CCSS.ELA-Literacy.RF.1.2.b

“Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.”

Prerequisite Skills

Make sure your student(s) can:

1. Segment words into syllables (e.g. *Say cupcake without cup*).
2. Rhyme (e.g. *Do cat and hat rhyme? Tell me a word that rhymes with tip.*).
3. Identify first and final phonemes (e.g. *What sound do you hear first in fish?*).
4. Blend and segment onsets and rimes (e.g. *What word do these sounds make /c/ /at/?*)

Organization

This program includes five separate activities, each with multiple levels of difficulty. You can use all of the activities or just a few.

1. *Blend and Point* is the easiest activity and perfect for students who are new to working with CVC words. This activity is scaffolded into two levels: continuous sounds and stop sounds.
2. *Blend and Say* is a bit more difficult because it requires the student to say the word. This activity is scaffolded into two levels: continuous sounds and stop sounds.
3. *Blend and Read* is the most challenging activity, since it requires kids to coordinate their phonemic awareness skills with phonics.
4. *Blending BINGO* is a fun game that can be played at any time.
5. *The Guessing Game* can also be played at any time.

Getting Started

Start by choosing an activity that looks like a good fit for your student(s). Introduce the activity, model the skill, and provide guided feedback. Depending on the students' responses, determine if you need to move on to an easier or more challenging activity.

GOAL

When _____ is asked to listen to three STOP/CONTINUOUS
(student name) (circle one)
 phonemes, blend the sounds into a word, and point to the corresponding image, the
 child will perform the task with ____% or greater accuracy on three consecutive trials.
(goal percentage)

Trial	0	1	2	3	4	5	6	7	8	9	10
Date	3/11										
Above 90%	✓										
10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0

Student notes:

Student Objectives

Students will blend phonemes into words and match the words with corresponding images.

Set Up

Hand out one bingo card to each student. Students will also need a highlighter, plastic chips, or beans to cover their words. If only one student is playing, the adult may also want to play to make the game more exciting.

Activity Summary

STEP 1

Introduce

Explain what the student(s) will be doing in this activity.

You could say, "Today, we're going to play one of my all-time favorite games -- BINGO! We'll use our blending skills to play this game. I'm going to say a word, one sound at a time, and you get to figure out what the word is. If you have a picture of that word on your board, then you get to cover it up. Once you get five pictures in a row covered up, you've won!"

STEP 2

Model

Show the student(s) how to listen to three phonemes, combine them to form a word, and then say the word.

You could say, "Listen carefully to my example. /s/ /u/ /n/ I heard the word sun. Now I'm going to say, '/s/ /u/ /n/ says sun.'"

STEP 3

Guided Practice

Help the student(s) complete the modeled task. Offer corrections as necessary.

You could say, "Now, you try. Repeat the sounds and then say the word that you hear: /s/ /u/ /n/." (*Elicit: "/s/ /u/ /n/ says sun."*)

Correct: "That's right! The sounds /s/ /u/ /n/ says *sun*."

Miscue: "That's not quite right. Let's do it together. Listen carefully: /s/ /u/ /n/ says *sun*! Now you try. /s/ /u/ /n/."

Then, "Do you see a picture of a sun on your bingo card? Place a marker on the sun. This is our free square."

STEP 4

Practice

Continue to the next word on the word list until someone wins.

You could say, "The winner is the first player to get five markers in a horizontal, vertical, or diagonal line. The next word is..." etc.

Blending BINGO, Activity Board 1

