



PHONEMIC AWARENESS (Blending)

1. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
2. Listen. Say **gain** slowly. Don't stop between the sounds.
/g/āāā/nnn/ What word? **gain**
3. Repeat Step 2 with the following words.
 - **/k/lll/āāā/** **clay**
 - **/b/āāā/t/** **bait**
 - **/h/āāā/lll/** **hail**
 - **/g/rrr/āāā/** **gray**

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat Step 2 with that word.
- **Firm up** Call on individuals to blend the following sounds into words.
 - **/k/lll/āāā/mmm/** **claim**
 - **/sss/p/rrr/āāā/** **spray**
 - **/t/rrr/āāā/lll/** **trail**
 - **/d/rrr/āāā/nnn** **drain**



PHONEMIC AWARENESS (Blending)

1. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
2. Listen. Say **paid** slowly. Don't stop between the sounds.
/p/āāā/d/ What word? **paid**
3. Repeat Step 2 with the following words.
 - **/mmm/āāā/nnn/** **main**
 - **/t/rrr/āāā/** **tray**
 - **/sss/āāā/lll/** **sail**
 - **/www/āāā/sss/t/** **waist**

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat Step 2 with that word.
- **Firm up** Call on individuals to blend the following sounds into words.
 - **/p/āāā/nnn/** **pain**
 - **/t/āāā/lll/** **tail**
 - **/rrr/āāā/zzz/** **raise**
 - **/sss/www/āāā/zzz/** **sways**



PHONEMIC AWARENESS (Blending)

1. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
2. Listen. Say **stay** slowly. Don't stop between the sounds.
/sss/t/āāā/ What word? **stay**
3. Repeat Step 2 with the following words.
 - */www/āāā/t/* **wait**
 - */p/lll/āāā/* **play**
 - */nnn/āāā/lll/* **nail**
 - */p/āāā/nnn/t/* **paint**

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat Step 2 with that word.
- **Firm up** Call on individuals to blend the following sounds into words.
 - */p/āāā/lll/* **pail**
 - */p/lll/āāā/nnn/* **plain**
 - */sss/nnn/āāā/lll/* **snail**
 - */fff/āāā/nnn/t/* **faint**



PHONEMIC AWARENESS (Blending)

1. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
2. Listen. Say *meat* slowly. Don't stop between the sounds.
/mmm/ēēē/t/ What word? **meat**
3. Repeat Step 2 with the following words.
 - */nnn/ēēē/d/* **need**
 - */p/ēēē/lll/* **peel**
 - */d/rrr/ēēē/mmm/* **dream**
 - */sss/p/ēēē/k/* **speak**

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat Step 2 with that word.
- **Firm up** Call on individuals to blend the following sounds into words.
 - */d/ēēē/p/* **deep**
 - */p/ēēē/ch/* **peach**
 - */b/ēēē/t/sss/* **beets**
 - */lll/ēēē/k/sss/* **leaks**



PHONEMIC AWARENESS (Blending)

1. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
2. Listen. Say **free** slowly. Don't stop between the sounds.
/fff/rrr/eee/ What word? **free**
3. Repeat Step 2 with the following words.
 - **/rrr/eee/ch/** **reach**
 - **/b/eee/fff/** **beef**
 - **/wh/eee/t/** **wheat**
 - **/sss/t/rrr/eee/k/** **streak**

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat Step 2 with that word.
- **Firm up** Call on individuals to blend the following sounds into words.
 - **/t/eee/ch/** **teach**
 - **/th/rrr/eee/** **three**
 - **/sss/eee/lll/zzz/** **seals**
 - **/g/rrr/eee/t/sss/** **greet**



PHONEMIC AWARENESS (Blending)

1. You are going to blend sounds into words. I will say a word slowly. Then you will say the word.
2. Listen. Say **real** slowly. Don't stop between the sounds.
/rrr/ēēē/lll/ What word? **real**
3. Repeat Step 2 with the following words.
 - /b/ēēē/ch/ **beach**
 - /k/rrr/ēēē/k/ **creek**
 - /sss/ēēē/d/zzz/ **seeds**
 - /wh/ēēē/lll/zzz/ **wheels**

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat Step 2 with that word.
- **Firm up** Call on individuals to blend the following sounds into words.
 - /fff/lll/ēēē/ **flee**
 - /t/ēēē/th/ **teeth**
 - /k/rrr/ēēē/p/ **creep**
 - /lll/ēēē/nnn/zzz/ **leans**



PHONEMIC AWARENESS (Segmenting)

1. You are going to segment words having three sounds.
I will say a word, then you will touch your fingers and say the sounds.
2. The first word is coat. What word? **coat**
3. Put three fingers up. Touch your fingers and say each sound in **coat**. /k/ /oōo/ /t/
4. The next word is **blow**. What word? **blow**
5. Touch your fingers and say the sounds in **blow**.
/b/ /lll/ /oōo/
6. Repeat Steps 4 and 5 with the following words.
 - **load** /lll/ /oōo/ /d/
 - **bowl** /b/ /oōo/ /lll/
 - **paid** /p/ /aaa/ /d/

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and then the segmented sounds. Then repeat Steps 4 and 5 with that word. If students hold a stop sound (e.g., /pūūū/ for /p/), say the word and the segmented sounds, emphasizing that stop sounds are said quickly with no added vowel sound.
- **Firm up** Call on individuals to segment the following words into sounds.
 - **road** /rrr/ /oōo/ /d/
 - **read** /rrr/ /eee/ /d/
 - **boat** /b/ /oōo/ /t/
 - **shown** /sh/ /oōo/ /nnn/



PHONEMIC AWARENESS (Segmenting)

1. You are going to segment words having three sounds.
I will say a word, then you will touch your fingers and say the sounds.
2. The first word is **crow**. What word? **crow**
3. Put three fingers up. Touch your fingers and say each sound in **crow**. /k/ /rrr/ /ōōō/
4. The next word is **goal**. What word? **goal**
5. Touch your fingers and say the sounds in **goal**.
/g/ /ōōō/ /lll/
6. Repeat Steps 4 and 5 with the following words.
 - **rail** /rrr/ /āāā/ /lll/
 - **roam** /rrr/ /ōōō/ /mmm/
 - **leaf** /lll/ /ēēē/ /fff/

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and then the segmented sounds. Then repeat Steps 4 and 5 with that word. If students hold a stop sound (e.g., /pūūū/ for /p/), say the word and the segmented sounds, emphasizing that stop sounds are said quickly with no added vowel sound.
- **Firm up** Call on individuals to segment the following words into sounds.
 - **goat** /g/ /ōōō/ /t/
 - **flow** /fff/ /lll/ /ōōō/
 - **peek** /p/ /ēēē/ /k/
 - **loan** /lll/ /ōōō/ /nnn/



PHONEMIC AWARENESS (Segmenting)

1. You are going to segment words having three sounds.
I will say a word, then you will touch your fingers and say the sounds.
2. The first word is **soak**. What word? **soak**
3. Put three fingers up. Touch your fingers and say each sound in **soak**. /sss/ /ōōō/ /k/
4. The next word is **foam**. What word? **foam**
5. Touch your fingers and say the sounds in **foam**.
/fff/ /ōōō/ /mmm/
6. Repeat Steps 4 and 5 with the following words.
 - **toad** /t/ /ōōō/ /d/
 - **seen** /sss/ /ēēē/ /nnn/
 - **throw** /th/ /rrr/ /ōōō/

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and then the segmented sounds. Then repeat Steps 4 and 5 with that word. If students hold a stop sound (e.g., /pūūū/ for /p/), say the word and the segmented sounds, emphasizing that stop sounds are said quickly with no added vowel sound.
- **Firm up** Call on individuals to segment the following words into sounds.
 - **grow** /g/ /rrr/ /ōōō/
 - **moat** /mmm/ /ōōō/ /t/
 - **coach** /k/ /ōōō/ /ch/
 - **rain** /rrr/ /āāā/ /nnn/



PHONEMIC AWARENESS (Segmenting)

1. You are going to segment words having four sounds.
I will say a word, then you will touch your fingers and say the sounds.
2. The first word is **slight**. What word? **slight**
3. Put three fingers up. Touch your fingers and say each sound in **slight**. /sss/ /lll/ /iii/ /t/
4. The next word is **rights**. What word? **rights**
5. Touch your fingers and say the sounds in **rights**.
/rrr/ /iii/ /t/ /sss/
6. Repeat Steps 4 and 5 with the following words.
 - **cloak** /k/ /lll/ /ooo/ /k/
 - **feast** /fff/ /eee/ /sss/ /t/
 - **float** /fff/ /lll/ /ooo/ /t/

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and then the segmented sounds. Then repeat Steps 4 and 5 with that word. If students hold a stop sound (e.g., /puuu/ for /p/), say the word and the segmented sounds, emphasizing that stop sounds are said quickly with no added vowel sound.
- **Firm up** Call on individuals to segment the following words into sounds.
 - **sights** /sss/ /iii/ /t/ /sss/
 - **coast** /k/ /ooo/ /sss/ /t/
 - **praise** /p/ /rrr/ /aaa/ /zzz/
 - **fleet** /fff/ /lll/ /eee/ /t/



PHONEMIC AWARENESS (Segmenting)

1. You are going to segment words having four sounds.
I will say a word, then you will touch your fingers and say the sounds.
2. The first word is **bright**. What word? **bright**
3. Put three fingers up. Touch your fingers and say each sound in **bright**. /b/ /rrr/ /iii/ /t/
4. The next word is **growth**. What word? **growth**
5. Touch your fingers and say the sounds in **growth**.
/g/ /rrr/ /ooo/ /th/
6. Repeat Steps 4 and 5 with the following words.
 - **stain** /sss/ /t/ /aaa/ /nnn/
 - **sleep** /sss/ /lll/ /eee/ /p/
 - **toast** /t/ /ooo/ /sss/ /t/

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and then the segmented sounds. Then repeat Steps 4 and 5 with that word. If students hold a stop sound (e.g., /p̄uu/ for /p/), say the word and the segmented sounds, emphasizing that stop sounds are said quickly with no added vowel sound.
- **Firm up** Call on individuals to segment the following words into sounds.
 - **lights** /lll/ /iii/ /t/ /sss/
 - **steam** /sss/ /t/ /eee/ /mmm/
 - **roast** /rrr/ /ooo/ /sss/ /t/
 - **flown** /fff/ /lll/ /ooo/ /nnn/



PHONEMIC AWARENESS (Segmenting)

1. You are going to segment words having four sounds.
I will say a word, then you will touch your fingers and say the sounds.
2. The first word is **flight**. What word? **flight**
3. Put three fingers up. Touch your fingers and say each sound in **flight**. /fff/ /lll/ /iii/ /t/
4. The next word is **boats**. What word? **boats**
5. Touch your fingers and say the sounds in **boats**.
/b/ /ooo/ /t/ /sss/
6. Repeat Steps 4 and 5 with the following words.
 - **grown** /g/ /rrrr/ /ooo/ /nnn/
 - **train** /r/ /rrr/ /aaa/ /nnn/
 - **cream** /k/ /rrr/ /eee/ /mmm/

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and then the segmented sounds. Then repeat Steps 4 and 5 with that word. If students hold a stop sound (e.g., /puuu/ for /p/), say the word and the segmented sounds, emphasizing that stop sounds are said quickly with no added vowel sound.
- **Firm up** Call on individuals to segment the following words into sounds.
 - **blown** /b/ /llll/ /ooo/ /nnn/
 - **rights** /rrr/ /iii/ /t/ /sss/
 - **boast** /b/ /ooo/ /sss/ /t/
 - **throat** /th/ /rrr/ /ooo/ /t/