

Blend Phonemes in Four-Phoneme Words

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Language Objectives

- Identify phonemes in one-syllable spoken words.
- Blend spoken phonemes to form one-syllable words.
- Produce one-syllable words by blending sounds.

Building Literacy

Blending phonemes enables children to combine sounds to pronounce words. This is an important part of readiness for reading. Developing this skill will help students with reading and spelling as they associate sounds with letters.

- Children learn that words are made up of sounds.
- Children learn that they can blend spoken sounds, including initial and/or final consonant blends, to produce one-syllable words.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

flag	fruit	block
class	frog	lock
clip	dig	book
clock	swim	drum
nose	sweep	draw
vest	tree	dress
nest	truck	brush
lamp	sock	toast
jump	stove	stick
jeep	soap	crib



ENGLISH LANGUAGE LEARNERS

Some phonemes in English may not be phonemes in the student's native language. To help children blend phonemes to make words, model the correct pronunciation of unfamiliar phonemes and provide pictures of simple words that contain the phonemes. Give children many opportunities to say the words.

**show me**

Read this sentence to children:

There is a flag by the school.

Have children look at p. 57 in their Targeted Lessons Student Book and point to the number 1. Look at the picture of the boy going to school. Find the flag by the school. Ask children to say the sentence with you: *There is a flag by the school.* The sentence is about a flag. Listen to the four sounds in *flag*: /f/ /l/ /a/ /g/. Now listen as I blend the sounds to say the word *flag*: /f/ /l/ /a/ /g/, *flag*. Say it with me: /f/ /l/ /a/ /g/, *flag*. The word *flag* has four sounds. Listen while I say them again. Hold up a finger as you say each sound: /f/ /l/ /a/ /g/. Repeat having children hold up a finger for each sound and then blend to say the word *flag*.

**guide me**


Blend Phonemes Have children point to the 2. Point to each the picture as I say the name: *class, clip, clock*. Listen to the four sounds in *class*: /k/ /l/ /a/ /s/. Now listen as I blend the sounds to say the word: /k/ /l/ /a/ /s/, *class*. Say it with me: /k/ /l/ /a/ /s/, *class*. What word did I say? (*class*) Circle the picture of the class.

It's your turn to blend sounds to make a word. Put your finger on the 3. Point to each picture as I say the name: *nose, vest, nest*. Listen to these sounds: /n/ /e/ /s/ /t/. Now blend the sounds to say the word: /n/ /e/ /s/ /t/, *nest*. What word do you make? (*nest*) Circle the picture of the nest. Guide children to determine that when you blend the sounds /n/ /e/ /s/ /t/, you make the word *nest*.

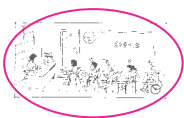


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Blend Phonemes in Four-Phoneme Words

➔ show me

1. 

➔ guide me

2.   

3.   

PHONOLOGICAL AND PRINT AWARENESS 57

TEACHING STRATEGIES

If children have difficulty keeping track of individual sounds in words, use a visual clue such as a group of four counters. For each word, slowly and clearly say the sounds separately, and have children push a counter forward for each sound you say. Then have them touch the counters in turn as they repeat the sounds with you.

**work time**

Task 1 Have children look at p. 58 from the Targeted Lessons Student Book and find the 4. Point to each picture as I say the name: *lamp, jump, jeep*. Listen as I blend the sounds to say one of the picture names: /j/ /u/ /m/ /p/. Say it with me: /j/ /u/ /m/ /p/. What word did I say? (*jump*) Circle the picture that shows the word. Continue similarly with row 5 (*fruit, frog, dig*). Blend the sounds to say *frog*: /f/ /r/ /o/ /g/. Have children say the sounds and then blend the sounds to say *frog*. Ask children to circle the picture of the word they make. (*frog*)

Task 2 Find the 6 and put your finger on it. Point to each picture as I say the name: *swim, sweep*. Listen as I blend the sounds to say one of the picture names: /s/ /w/ /i/ /m/. What word did I say? (*swim*) Circle the picture that shows the word. Continue with number 7. Have students point to the pictures as you name them: *tree, truck*. I'm going to blend the sounds to make a word that names one of these pictures. Listen carefully: /t/ /r/ /u/ /k/. Have children say the sounds and then blend them to say the word. Then have children circle the picture that shows the word. (*truck*)

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Blend Phonemes in
Four-Phoneme Words**work time**

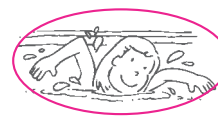
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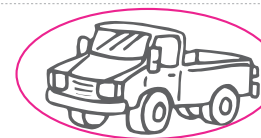
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7.



58 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

If children have difficulty blending phonemes, focus on one consonant blend at a time and have children blend words using those phonemes. Start with three-phoneme words and move on to four-phoneme words. For example, if children have difficulty blending /t/ /r/, use these words: *tray, try, true*. Then use *track, train, treat, and trip*.



guide me

Have children look at p. 59 from the Targeted Lessons Student Book. Have them point to the 8. Point to each the picture as I say the name: *sock, stove, soap*. Now listen as I blend the sounds to say one of the picture names: /s/ /t/ /ō/ /v/, *stove*. Say it with me: /s/ /t/ /ō/ /v/, *stove*. What word did we make? (*stove*) Color the picture that shows the stove.

It's your turn to blend sounds to make a word. Find the 9. Point to each picture as I say the name: *block, lock, book*. Listen carefully as I blend the sounds to say one of the picture names: /b/ /l/ /o/ /k/. Repeat the sounds with me: /b/ /l/ /o/ /k/. What word did you make? (*block*) Color the picture that shows the word you made. (*block*) Continue with row 10. Name the pictures: *drum, draw, dress*. Say the sounds in *drum*: /d/ /r/ /u/ /m/. Have children blend the sounds to make a word and color the picture that names the word. (*drum*)

Blend Phonemes in
Four-Phoneme Words **15**

guide me

8.

9.

10.

PHONOLOGICAL AND PRINT AWARENESS 59

**work time**

Have children look at p. 60 from the Targeted Lessons Student Book and point to the 11. Listen while I say these sounds: /b/ /r/ /u/ /sh/. Repeat the sounds with me and then blend them to make a word: /b/ /r/ /u/ /sh/. What word did you make? Draw a picture to show the word.

To complete the remainder of the page, have children listen while you segment the sounds of a word. Have children repeat the sounds, blend them to make the word, and then draw a picture to show the word.

Find the 12. Listen while I say these sounds: /t/ /ō/ /s/ /t/. Repeat the sounds with me and then blend them to make a word: /t/ /ō/ /s/ /t/. What word did you make? Draw a picture to show the word.

Find the 13. Listen while I say these sounds: /s/ /t/ /i/ /k/. Repeat the sounds with me and then blend them to make a word: /s/ /t/ /i/ /k/. What word did you make? Draw a picture to show the word.

Find the 14. Listen while I say these sounds: /k/ /r/ /i/ /b/. Repeat the sounds with me and then blend them to make a word: /k/ /r/ /i/ /b/. What word did you make? Draw a picture to show the word.

**check for understanding**

Let's see what you learned about blending sounds to make words. I'm going to say some sounds. Then you'll say the sounds with me. You'll blend the sounds and say the word. Ready? Let's start with /s/ /p/ /i/ /n/. Say the sounds with me. Then blend the sounds to make a word: /s/ /p/ /i/ /n/. What word did you make? (*spin*) Have children blend phonemes to make the following words with initial consonant blends: *spill, sled, crab, brick, stop, flat*. Continue the activity, having children blend phonemes to make the following words with final consonant blends: *milk, belt, left, camp, desk, rust*.

**reflect**

Have children turn and talk to a partner about what they have learned. What did you learn about blending sounds to make words? If time permits, give children "Simon Says" directions. For example: Simon says touch your /d/ /e/ /s/ /k/. What does Simon want you to touch? (*desk*) Simon says /k/ /l/ /a/ /p/ your hands. What does Simon want you to do? (*clap*)

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Blend Phonemes in
Four-Phoneme Words**work time**11. Children should
draw a brush.12. Children should
draw toast.13. Children should
draw a stick.14. Children should
draw a crib.

60 PHONOLOGICAL AND PRINT AWARENESS

Blend Phonemes in Four-Phoneme Words

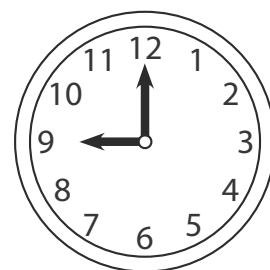
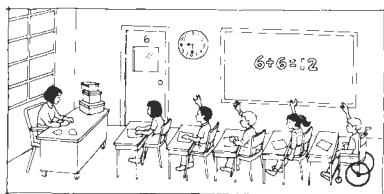
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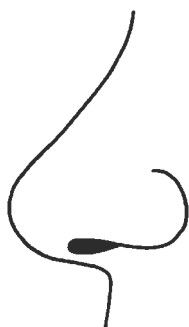


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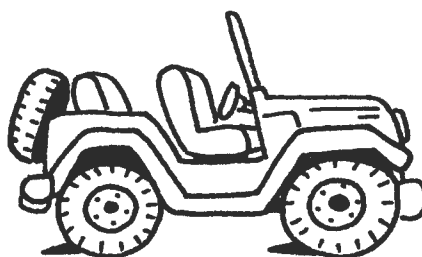


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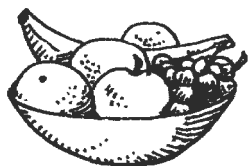


work time

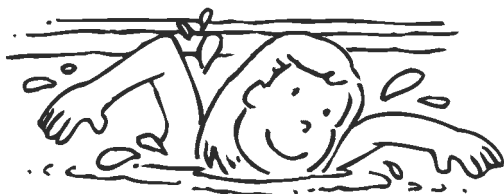
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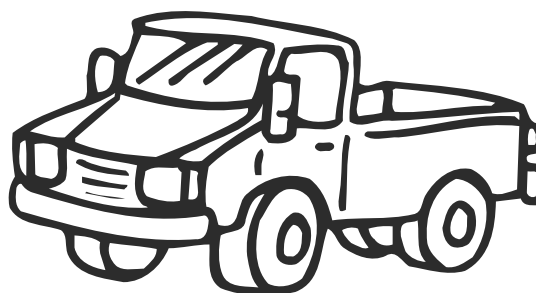
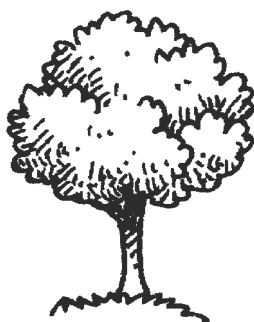
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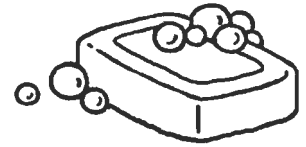
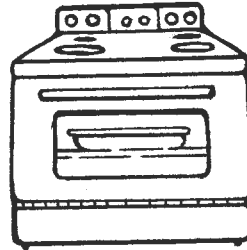


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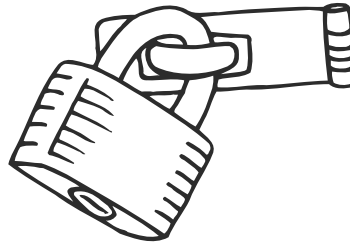
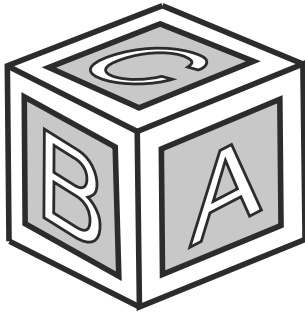


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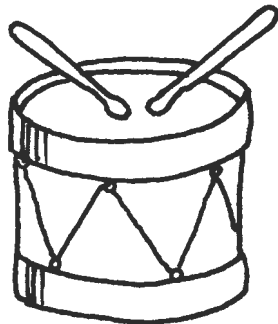
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 **work time**
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