Objective: Students will learn how to blend phonemes in spoken words.

Review: Words are made up of sounds; identifying beginning, ending, and middle sounds in words.

I DO
1. Define: Phoneme blending is the ability to combine a sequence of individual sounds to produce a recognizable word.

2. Introduce: Say, “Today, we will listen to a word one sound at a time, then put those sounds together to make the whole word.” Display three felt squares.

3. Model Blending Phonemes:
   - Touch and Say the sounds in ship by touching one felt square for each sound and emphasizing the sound: /shhhhiiip/.
   - Then, run your finger under the felt squares quickly, connecting the sounds and say ship.
   - Use the word in a sentence: The ship sailed on the river. Repeat the modeling process with the words sick and feet.

WE DO
4. Guided Practice: Tell students it is now their turn to try some words with you. Give students a new two- or three-phoneme word and display one felt square for each sound. Touch and say the sounds together and then blend them into the whole word. Provide prompts and feedback as needed to blend the phonemes.

YOU DO
5. Individual Practice: Tell students, “Now it’s your turn.” Give students new words to try independently while other students serve as checkers.

Words for Practice: moth, fast, end

Once children are accurate with phoneme blending, use the following activities on ReadingUniverse.org for independent practice.

- Count the Sound
- Phoneme Detective

Manipulatives: Felt squares

Strategy for the Lesson: Touch and Say

About This Plan:
1. You can adapt this lesson to fit into your district’s planning template.
2. Use this lesson when introducing how to segment onset and rime. The strategy incorporates manipulatives as a scaffold to explicitly teach the skill. These should be removed once students show an understanding of how to perform the task accurately.