

## Phoneme Blending

Objective: To increase skill in phoneme blending for students who

- Have not yet mastered this skill

Materials: 3-4 cubes or chips  
List of words for blending

Sequence:

1. Teacher sits opposite the student with a table surface in between
2. **Explain:** Teacher says to the student “Today you’re going to practice blending sounds to make words to help you become an even better reader. I’ll tap a cube as I say each sound in the word. When I slide my finger above the cubes you’ll say the whole word.” This explanation may be shortened for students who have had experience with the intervention, but some explanation & rationale must be given at the start of every session.
3. **Model:** Teacher says to the student “I’ll model for you how to blend the sounds I say into a word. I’ll model two words. My turn.” Teacher models for the students, using the signaling procedure described above with only the teacher 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.
4. **Practice:** Teacher says to the student “I’ll say the sounds in a word. When I signal, you say the word. Your turn.” Teacher practices with student. Teacher maintains brisk pace, with little pause between words.
5. **Correction:** Any time a student responds incorrectly, the teacher 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. /f/ /i/ /g/ fig. Your turn. /f/ /i/ /g/.” (signal for student to say word)).

What If I Don’t See Progress?

1. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
2. Provide a model for more words
3. Be certain that error correction procedures being delivered correctly

## Phoneme Blending Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

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