

## Blending Words

Objective: To increase skill in blending letter sounds to make simple words for students who

- Have mastered letter sound correspondence with the letters in the words you will be blending
- Have not yet mastered this skill

Materials: List of words printed in a size students can read

Sequence:

1. **Explain:** Teacher says to the student “Today you’re going to practice blending sounds to make words to become an even better reader. When I touch under a letter you’ll say the sound for that letter. When you blend, don’t stop between sounds. When I slide my finger under the whole word, you’ll say the word.” This explanation may be shortened for students who have had experience with this intervention, but some explanation & rationale must be given at the start of every session.
2. **Model:** Teacher says to the student “I’ll model for you how blend 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.
3. **Practice:** Teacher says to the student “Your turn.” Teacher practices with student. Teacher maintains brisk pace, with little pause between words.
4. **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. /m/ /o/ /m/ mom. Your turn.” (signal for student response)).

What If I Don’t See Progress?

1. Reduce the number of words on the list you are practicing and repeat the list more times
2. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
3. Provide a model for more words
4. Be certain that error correction procedures being delivered correctly

## Blending Words Intervention Integrity Observation Checklist

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

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

INTERVENTION SEQUENCE	YES	NO
Teacher has a list of words for blending formatted in a size the student can read		
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		
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		