## Template for Phoneme Blending Instruction

<table>
<thead>
<tr>
<th>Steps</th>
<th>Explanation/Script</th>
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<tbody>
<tr>
<td><strong>TASK</strong></td>
<td>Phoneme blending</td>
</tr>
<tr>
<td><strong>PREPARATION</strong></td>
<td>Prepare chains of 2, 3, 4, and 5 unifix cubes prior to lesson. Have words from Lesson Map available.</td>
</tr>
<tr>
<td><strong>SIGNALING PROCEDURE</strong></td>
<td>Use appropriate signals to elicit unison student responses.</td>
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<tr>
<td></td>
<td><strong>Do</strong></td>
</tr>
<tr>
<td>Focus</td>
<td>Tap one cube as you say each sound from left to right from student perspective; one second between each sound.</td>
</tr>
<tr>
<td>Wait time</td>
<td>None</td>
</tr>
<tr>
<td>Signal for student response</td>
<td>Quickly slide finger above cubes from left to right from student perspective.</td>
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</table>

### 1. EXPLAIN TASK
Briefly name and explain the task to students prior to starting the activity.

**Say:** You’re going to practice blending individual sounds to make words. I’ll tap a cube as I say each sound in the word, then when I slide my finger above the cubes you’ll say the whole word.

### 2. MODEL RESPONSE
Model desired response to the task with several examples using signaling procedure above.

(Model only the first couple of times you do this template.)

**Say:** I’ll model for you how to blend the sounds I say into a word. I’ll model two words. My turn.

Model for students, using cubes and the signaling procedure above, with only teacher responding.

### 3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID
Use effective signaling, monitoring, and pacing procedures.

**Say:** I’ll say the sounds in a word. When I signal, you say the word. Your turn.

Provide practice using the above signaling procedure with only students responding.

### 4. CORRECTION PROCEDURE
To correct students:

**Say:** My turn. /f/ /i/ /g/ fig.

Use signaling procedure above with only teacher responding to correct students on missed item.

**Say:** Your turn. /f/ /i/ /g/

Use signaling procedure above with only students responding to have them repeat correct response for missed item.

Back up two items and continue.

### 5. INDIVIDUAL TURNS
When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors.