

8

Blend Phonemes in Three-Phoneme Words

Language Objectives

- Blend spoken phonemes in spoken three-phoneme words.

Building Literacy

Blending phonemes in three-phoneme words helps children hear and blend the individual sounds, or phonemes, in a word.

- Blending phonemes helps children understand that spoken words are made up of sequences of sounds.
- Blending individual phonemes is good preparation for learning letter-sounds.
- Blending speech sounds to make words helps children learn to decode words.

Focus on Language

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

man	nut	pig
thumb	knife	wig
dog	ship	win
bone	wash	bag
home	rat	rag
box	run	bat
bike	beak	vet
map	bed	jet
mug	cube	van
sun	cub	tail
fan	cap	toes
hive	cat	tape
hill		



ENGLISH LANGUAGE LEARNERS

English language learners may be unfamiliar with some English vowel sounds and therefore may have difficulty as they learn to blend three-phoneme words. For example, the vowel sound /i/ may cause difficulty in this lesson because there is no equivalent in Spanish, Vietnamese, Hmong, Korean, and Mandarin. Similarly, the English sound /e/ has no equivalent in Spanish, Vietnamese, Hmong, and Mandarin. Work one-on-one to help children pronounce specific sounds.

show me

Sing this familiar song to children:

This old man, he played one,
He played knick-knack on my thumb;
With a knick-knack paddywhack
Give a dog a bone,
This old man came rolling home.

Have children point to the 1 on p. 29 of the Targeted Lessons Student Book. Read or sing the first line of the song. Listen to the sounds in this word: /m/ /a/ /n/. Say them with me: /m/ /a/ /n/. Now I will blend the sounds together to say the word: /m/ /a/ /n/, *man*. Now you try it with me: /m/ /a/ /n/, *man*. Continue with /th/ /u/ /m/, *thumb* in the second line; /d/ /o/ /g/, *dog* and /b/ /o/ /n/, *bone* in the fourth line; and /h/ /o/ /m/, *home* in the last line.

guide me

Blend Phonemes in Three-Phoneme Words Have children point to the 2. What two pictures do you see? (*box, bike*) Listen to the sounds in this word: /b/ /o/ /ks/. Say them with me: /b/ /o/ /ks/. Now say the sounds more quickly: /b/ /o/ /ks/. What is the word? (*box*) Circle the picture of the box.



Now put your finger on the 3. Point to each picture as I say the name: *map, mug*. Listen to the sounds in this word: /m/ /u/ /g/. Say them with me: /m/ /u/ /g/. Blend the sounds together to say the word. Guide children to blend and say *mug*. Have them circle the picture of the mug.

8

Blend Phonemes in Three-Phoneme Words

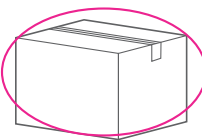

show me

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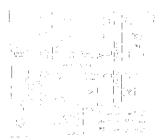




guide me

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PHONOLOGICAL AND PRINT AWARENESS 29

TEACHING STRATEGIES

If children have difficulty blending phonemes, work with them one-on-one. Say the individual phonemes first slowly, then more quickly, and finally blended to make the word. Have children chime in with you, or repeat after you. Use additional three-phoneme words for practice, such as *race, tag, kick, and hot*.



work time

Have children look at p. 30 from the Targeted Lessons Student Book and point to the 4. **Listen while I say the sounds of a word: /f/ /a/ /n/. Now you say them. Blend the sounds. What word did you make? (fan) Circle the picture that shows the word.** As needed, guide children to blend *fan* and circle the fan. Work toward having children blend the sounds independently and choose the picture on their own. Continue similarly with 5–7:


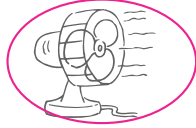
5. hive, hill. Blend the sounds /h/ /i/ /l/.

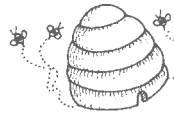

6. nut, knife. Blend the sounds /n/ /u/ /t/.



7. ship, wash. Blend the sounds /w/ /ô/ /sh/.

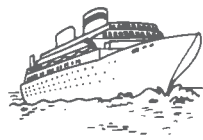

8 Blend Phonemes in
Three-Phoneme Words

work time

4.  

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30 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Provide each child with three squares of paper, each square representing one sound. Have children place the squares side-by-side, separating them slightly. Say the phonemes of a three-phoneme word, for example: /m/ /ā/ /k/. Repeat and have children point to a square for each phoneme. Then say the blended word, *make*. Have children say it with you as they slide the squares together. Continue with other three-phoneme words such as *job*, *page*, *put*, and *shop*.

**guide me**

Have children turn to p. 31 in the Targeted Lessons Student Book and point to the 8. Listen while I say the sounds of a word: /r/ /a/ /t/. Now blend the sounds. What word do you make? (rat) Look at the pictures. Which one shows a rat? Circle the picture of the rat.

**work time**



Have children point to the 9. The pictures in this row show a beak and a bed. Listen while I say the sounds of a word: /b/ /ē/ /k/. Now blend the sounds. What word did you make? Circle the picture that shows the word you made. Continue similarly with items 10 and 11:

10. Pictures: cube, cub. Blend the phonemes /k/ /u/ /b/, *cub*.

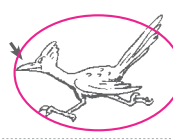
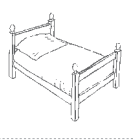
11. Pictures: cap, cat. Blend the phonemes /k/ /a/ /p/, *cap*.


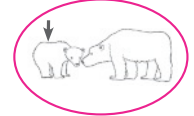
Blend Phonemes in
Three-Phoneme Words 8

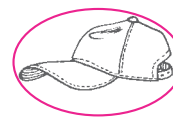
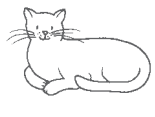
guide me

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work time

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PHONOLOGICAL AND PRINT AWARENESS 31

➤ guide me

Have children look at p. 32 in the Targeted Lessons Student Book. Have them find the 12. Now you will have three pictures to choose from. The pictures in this row show *pig*, *wig*, and *win*. Listen closely while I say the sounds of a word: /w/ /i/ /g/. Say the sounds with me. Now blend the sounds to make a word. Circle the picture that shows the word. (*wig*)

➤ work time

Point to the 13. Have children name the pictures. (*bag*, *rag*, *bat*) Listen: /b/ /a/ /t/. Say the sounds with me, /b/ /a/ /t/. Blend the sounds to make a word. Circle the picture that shows the word. (*bat*) Continue with:

14. Pictures: *vet*, *jet*, *van*. Blend the phonemes /v/ /e/ /t/, *vet*.

15. Pictures: *tail*, *toes*, *tape*. Blend the phonemes /t/ /ā/ /p/, *tape*.

➤ check for understanding


In this lesson, you learned to blend sounds to make words. Blend these sounds and say the word: /m/ /o/ /m/ (*mom*), /d/ /a/ /d/ (*dad*), /k/ /ō/ /t/ (*coat*), /sh/ /ā/ /p/ (*shape*).

➤ reflect


Have children turn and talk to a partner about what they have learned. What did you learn about blending sounds in words? If time permits, challenge partners to take turns saying the phonemes of their first names and blending the phonemes to say the name.

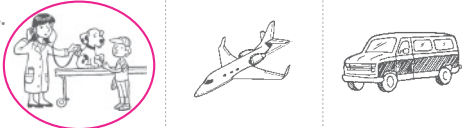
8 Blend Phonemes in
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➤ guide me

12.


➤ work time

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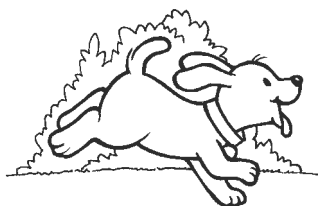
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32 PHONOLOGICAL AND PRINT AWARENESS

Blend Phonemes in Three-Phoneme Words

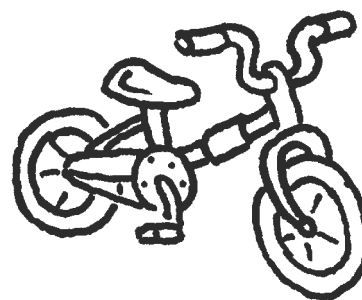
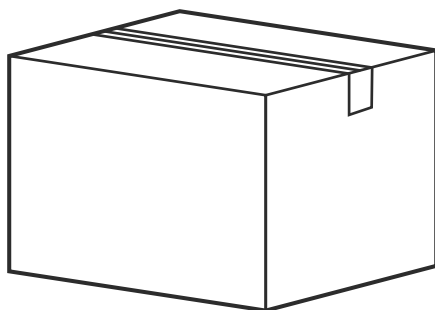
➤ show me

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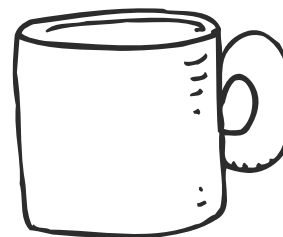
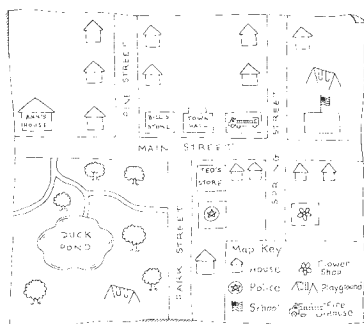


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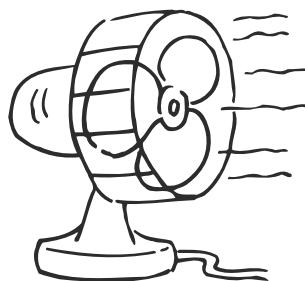
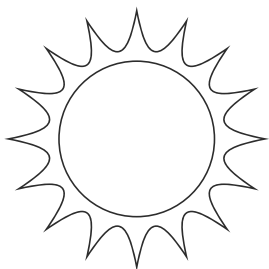


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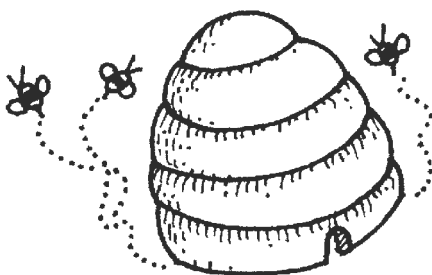


work time

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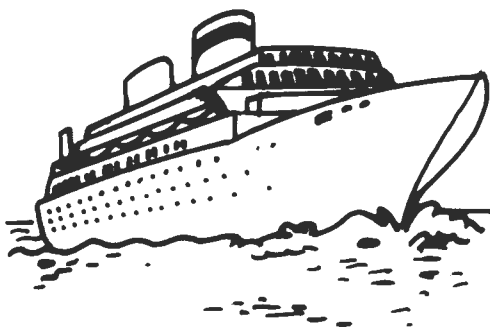
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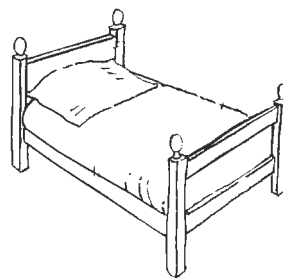
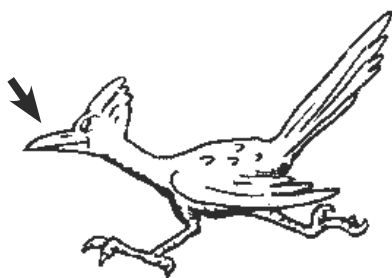
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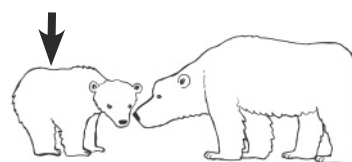
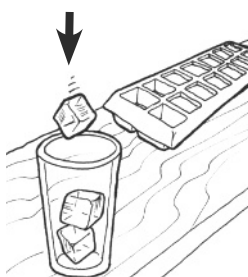


➤ work time

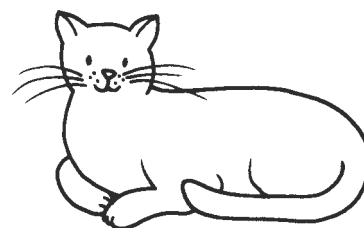
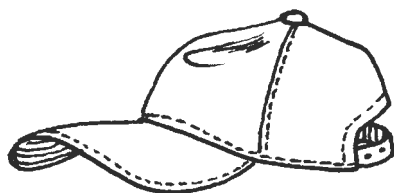
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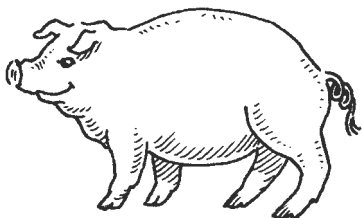


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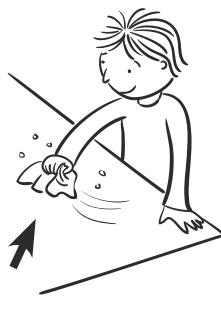
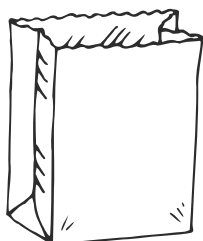
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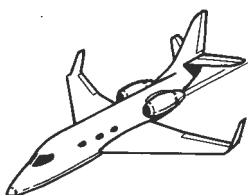


➤ work time

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