

# Blending

## Objective

Students will create and decode words.

## Materials

- Letter cards made from Handout 1: Letter Cards or foam or magnetic letters
- Pocket charts or magnetic boards for each student (if available)
- Handout 2: Blending Example (for teacher)
- Optional video for teacher:  
*Consonant Blends* (<http://texasgateway.org/resource/consonant-blends>)

## Overview

Model the activity and provide multiple opportunities for practice. Provide immediate corrective feedback when necessary.

## Activity

1. Review Handout 2, which provides an example of the following routine, before the lesson.
2. Have students place letters in top slot of the pocket chart (or top of the magnetic board) as you review the name and sound of each letter.
3. Have students use the letters to build words of different difficulty levels.
4. Create new words by having students add, remove, or exchange letters.
5. Have students blend the sounds to read the word.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). *Teacher reading academies*. Austin, TX: Author.

## Letter Cards

x	z	s	h
w	y	t	g

q	s	f	n
p	r	t	v

r	b	d	f
l	p	c	t

k	m	p	m
j	l	n	n

i	o	u	u
i	o	o	u

e	e	a	a
a	e	i	a

e	i	i	o
e	e	i	o

u	u	a	
o	u	a	

b	c	d	d	f	f	g	g	h	j	k
l	l	m	n	n	p	p	p	q	r	r
s	s	t	t	v	w	x	y	z		

a	a	a	a	a	a	e	e	e	e	e
e	i	i	i	i	i	i	o	o	o	o
o	o	u	u	u	u	u	u			

## Blending Example

### Review of a, m, t, r, and f

“Find the letter that says /a/. Name the letter and place it in the bottom pocket.”

m		t	r	f
a				

“Find the letter that says /m/ and place it after the first letter. What’s the word?”

		t	r	f
a	m			

“Place the r before am. What does it say?”

		t		f
r	a	m		

“Replace the m in ram with a t. Tell me what it says.”

		m		f
r	a	t		

“Replace the r in rat with an f. What’s the word?”

		m		r
f	a	t		

“Take one letter away and make at.”

		m	f	r
a	t			