

# BLENDING AND SEGMENTING

**A Sound to Print Synthetic Phonics  
Lesson Example**



# Table Of Contents

Terms of Use	2
introduction	3
synthetic phonics lesson example - 1	4
synthetic phonics lesson example - 2	5
synthetic phonics lesson example - 3	6
synthetic phonics lesson example - 4	7
synthetic phonics lesson example - 5	8
synthetic phonics lesson example - 6	9
synthetic phonics lesson example - 7	10
synthetic phonics lesson example - 8	11

# TERMS OF USE

This resource is for single person use only.

This is a free resource but was created by [speechlanguage-resources](http://speechlanguage-resources.com) and is copyrighted material.

### **You are permitted to...**

Print copies for individual or classroom use.

Print the entire file for individual use.

### **You are not permitted to...**

Sell or give away copies for this resource.

Place this resource on a share drive.

Email this resource to other people via electronic media

# INTRODUCTION

There are many approaches to teach reading and writing to young children. This is one method and is largely built upon great texts, tuition, and personal experience that I have accumulated and practised as a speech-language pathologist over the past 20 years.

The blending and segmenting example lesson I have selected and shaped for this ebook is not new and is known as sound to print structured synthetic phonics.

The example presented here is partly based on the teachings of Professor Dianne McGuiness, particularly her books, *Why Children Can't Read* and *Early Reading Instruction*. This short sequence also incorporates ideas based on the **Rosenshine Principles of Instruction**.

# SYNTHETIC PHONICS LESSON EXAMPLE - 1

### CVC Word Creation

**Blending.** Begin the session by selecting 3 of your pre-made letter cards. In this instance select the sounds **m t** and **a**.

Place a mini whiteboard between you and your child and have several markers and an eraser at the ready.

For best results, sit either opposite to your child or at a 90-degree angle. Place the sounds for the word mat in a random, jumbled way at the top of the whiteboard as shown in **figure 1**.

Next, draw a single black line at the bottom of the whiteboard. Underscored by 3 dots as shown in **figure 2**

You are now ready to teach blending and segmenting skills to your child using **sound to print** phonics instruction.

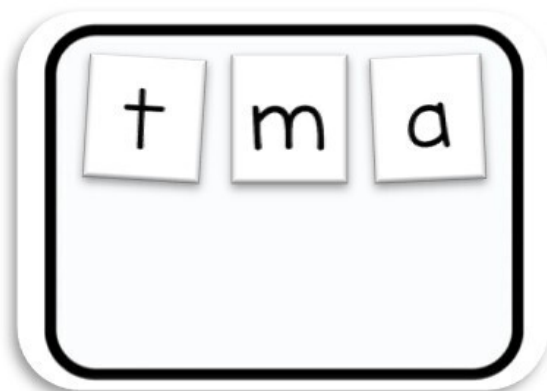


Figure 1

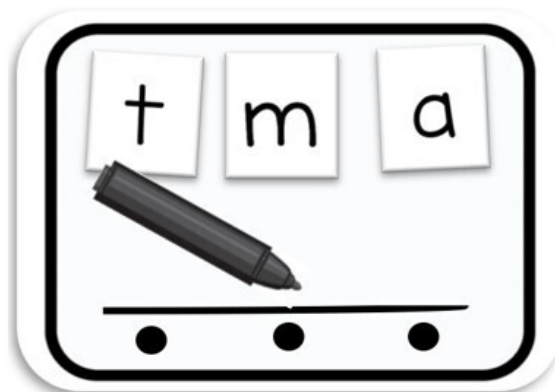


Figure 2

# SYNTHETIC PHONICS LESSON EXAMPLE - 2

### CVC Word Creation: Blending cont

Introduce the letter sounds from the series of **s a t i m** sound cards...

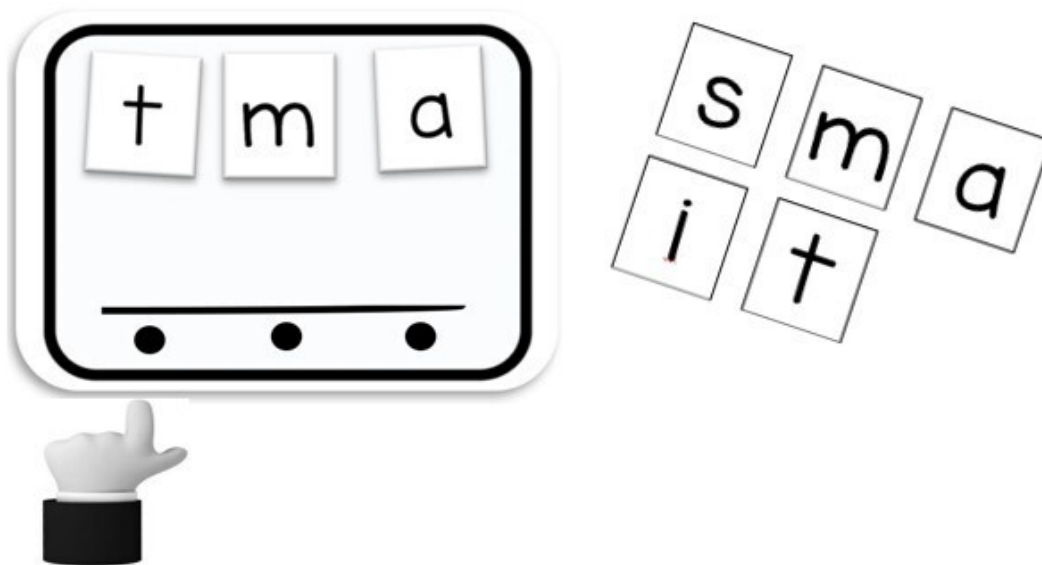
**DIALOGUE:** 'Here we have three letters that make the word, **mat**. Say the word with me, **mmmat**.'

Encourage your child to repeat the word **mat**.

Note that the /m/ sound is a continuant sound. This means that this particular speech sound can be stretched out, **mmmm**. This makes the sound easier to hear for children new to matching sounds to letters.

Your child has a greater opportunity to hear the first sound /m/, which is super important early in the sound to print phonics process.

At this point, place your finger under the first dot – running left to right.



# SYNTHETIC PHONICS LESSON EXAMPLE - 3

### CVC Word Creation: Blending cont

It's important to reinforce at this point that our focus is on the *first* sound in **mat**, the /m/ sound. It is not necessary to segment the whole word just yet.

Segmentation skills training will be introduced later in this lesson.

DIALOGUE: 'What sound can you hear at the start of the word mat?' 'What sound can you hear when my finger is on this dot?' mmmmat.'

Your child is encouraged to say **mmmmm**, after you first model **mmmmm**.

Your child's task is to now place the 3 random letters in the correct order from left to right to make the word **mat**.

*Introduce the task in this way...*

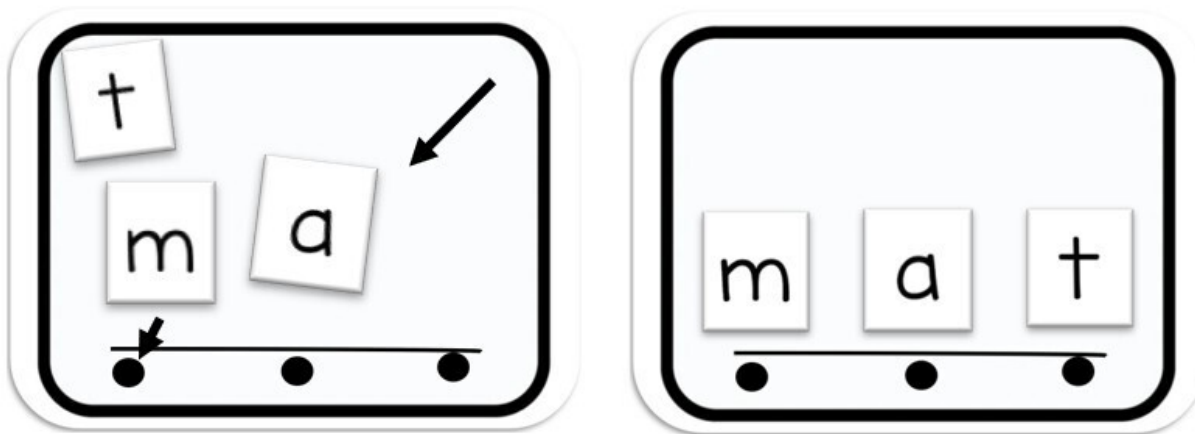
DIALOGUE: 'Place the letter tiles on the line here to make the word mat.'

Say the sounds as you place the tiles above the dots to make the word mat - /m/ /a/ /t/ mat.'

# SYNTHETIC PHONICS LESSON EXAMPLE - 4

### CVC Word Creation: Blending cont

In our example below, in the image on the right, the child has placed the letters in the correct position **m a t - mat**.



It is common for children new to phonics instruction to make sequence errors when placing letters.

We will explore in depth what to do and what to say when your child makes errors another time.

If your child is able to perform this action correctly first time, offer praise him. Your child has just taken the first steps on the sound to print literacy journey. Point to each letter at this time, left to right. *Tap* on each dot so that each tap is audible to your child.

**DIALOGUE:** '/m/ /a/ /t/. The word is mat. Say the sounds with me and read the word mat. /m/ /a/ /t/.



# SYNTHETIC PHONICS LESSON EXAMPLE - 5

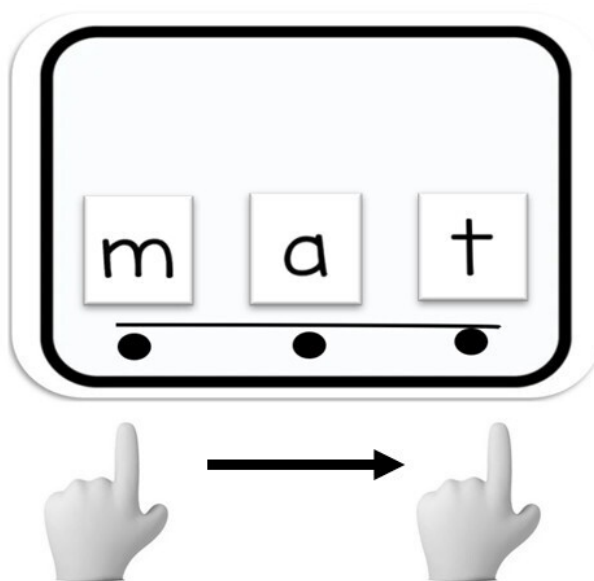
### CVC Word Creation: Blending cont

Trace your finger from the first dot, left to right, in a continuous line and say, **mmmat**.

Your child then reads the word, **mmmat**.

This simple action reinforces the idea that the individual sounds /m /a/ /t/ combine to form the word **mat**.

We are interested here in teaching the concept that words are built from *individual* speech sounds.



The simple action of tracing a finger left to right in a continuous line reinforces to your child that the three individual speech sounds /m/ /a/ /t/ *blend* to form the CVC word **mat**.

# SYNTHETIC PHONICS LESSON EXAMPLE - 6

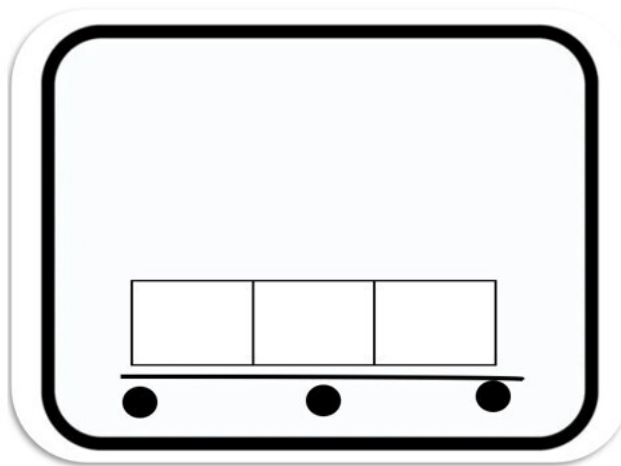
### CVC Word Creation: Blending cont

After blending and reading the word mat several times your child now writes the word with the marker.

*Hand your child the marker.*

You may leave the letter tiles on the whiteboard as an extra scaffold if needed. Make certain that the line with dots is in place.

You can draw an Elkonin box as an option, as seen below.

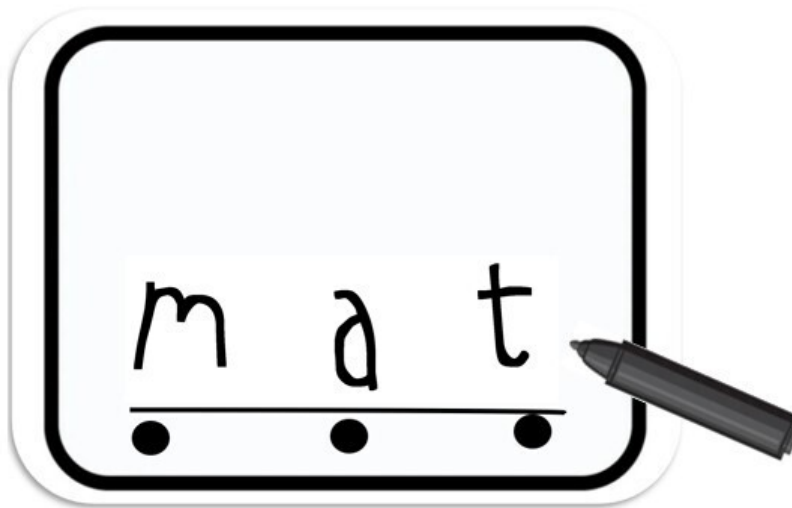


Elkonin boxes can be used as a new layer of scaffolding for your child to indicate the separation between letter/sounds but are not essential item, more of an extra visual aid.

# SYNTHETIC PHONICS LESSON EXAMPLE - 7

### CVC Word Creation: Segmenting

DIALOGUE: 'Write the word mat for me. I would like you to say the sounds while you write the letters.'



In our example above, the word mat has been written correctly by the child.

Always praise your child's writing attempts and provide correction and scaffolding as needed.

Reinforce the sounds in the target word. Don't use letter names because letter names tend to be confusing and are of no help to children when learning the alphabetic codes.

For instance, the word mat is made up of the sounds /m/ /a/ /t/.

With letter names mat becomes the letters **em**, **ay** and **tee**, which may be confusing to new learners.

# SYNTHETIC PHONICS LESSON EXAMPLE - 8

### **CVC Word Creation: Segmenting**

Once your child has successfully completed her first word mat, introduce the other words from stage 1 and use the same word creation steps previously outlined.

You should be able to introduce 3-5 words per session. If your child struggles with retaining new information or has a history of memory difficulty, 3 words should be ok to start with for now.

But look to increase this level to 5 words per session in time. This will of course vary with each child. These are the 5 words recommended for session 1.

**mat, sat, sit...**

Or...

**mat, sat, sit, at, Sam**



# Synthetic Phonics Lesson Example - Sound to Print Method