

Orally produce single-syllable words by blending sounds (or phonemes), including consonant blends.

Blending: Onset-Rime

Blend-o

- *Sound Sense Bingo Cards (pp. 5–14)*
- *Blend-o Word List (see below)*
- *Bingo markers or small objects (e.g., pennies, paper clips)*

This activity should be played in a small group of no more than eight. Pass out the Sound Sense Bingo Cards. As you name the picture to be covered up with a marker, segment the word into onset and rime. For example, for the picture of a dog, you would say /d/ and then /og/. Students should then blend the two segments to form the real word. When students blend four words in a row, they yell “Blend-o!”

Note: For pictures that begin with blends or consonant clusters, be sure to keep the blend intact. For example, for the picture of a snake, you would say /sn/ and then /āk/.

Word List

| Word | How to Say It | Word | How to Say It |
|------|---------------|-------|----------------|
| beet | /b/ . . /ēt/ | bone | /b/ . . /ōn/ |
| bug | /b/ . . /ug/ | cake | /k/ . . /āk/ |
| can | /k/ . . /an/ | cane | /k/ . . /ān/ |
| cat | /k/ . . /at/ | cone | /k/ . . /ōn/ |
| dice | /d/ . . /īts/ | dog | /d/ . . /og/ |
| fan | /f/ . . /an/ | fin | /f/ . . /in/ |
| five | /f/ . . /īv/ | hat | /h/ . . /at/ |
| hen | /h/ . . /en/ | hive | /h/ . . /īv/ |
| hose | /h/ . . /ōz/ | hut | /h/ . . /ut/ |
| mice | /m/ . . /īts/ | moon | /m/ . . /ōōn/ |
| mop | /m/ . . /op/ | net | /n/ . . /et/ |
| nose | /n/ . . /ōz/ | nut | /n/ . . /ut/ |
| pen | /p/ . . /en/ | pig | /p/ . . /ig/ |
| pin | /p/ . . /in/ | plane | /pl/ . . /ān/ |
| rake | /r/ . . /āk/ | rope | /r/ . . /ōp/ |
| rug | /r/ . . /ug/ | snake | /sn/ . . /āk/ |
| soap | /s/ . . /ōp/ | spoon | /sp/ . . /ōōn/ |
| stop | /st/ . . /op/ | ten | /t/ . . /en/ |
| top | /t/ . . /op/ | wig | /w/ . . /ig/ |

Fix the Puppet

- *A puppet*
- *Any story*

Tell a story with the aid of a puppet. Occasionally, have the puppet get “stuck” on a word and say it broken into onset and rime. Students must blend the sounds together and identify the word before the story can continue. For example, the puppet might say, “Once upon a time, there were three little /p/ . . /igs/.” Students would have to say “pigs” before the puppet can continue.

Which Picture?

- *Sound Sense Playing Cards (pp. 15–23)*

Show three Sound Sense Playing Cards that illustrate words made up of three phonemes. Tell students that you are going to say the word for one of the pictures in a special way: broken into two parts. They must blend or “push” the sounds together to figure out the word and then choose the correct picture.

For example, you might display the cards for *fig*, *fan*, and *dog* and then say the onset and rime for *fig*. (Say the first sound in the word, /f/. Pause for a moment, and then say the rest of the word, /ig/.) Ideally, two of the three pictures should begin with the same sound so that students must listen to each subsequent sound in order to identify the picture.

Fix the Puppet (Phonemes)

- *Puppet*

Tell a story with the aid of a puppet. Have the puppet get “stuck” on a word and say it only in phonemes. The students must blend the sounds together and identify the word before the story can continue. For example, the puppet might say, “Once upon a time, there were three little /p/. . /i/. . /g/. . /s/.” Students should say “pigs.” Choose words with only a few phonemes, preferably fewer than four.

Which Picture? (Phonemes)

- *Sound Sense Playing Cards (pp. 15–23)*

Using the Sound Sense Playing Cards, show three pictures of three-phoneme words. Tell students that you are going to say the word for one of the pictures in a special way, segmented into its individual sounds. Students must blend or “smoosh” the sounds together to figure out the word and then identify which picture represents the spoken word.

Say each phoneme slowly and carefully. For example, you would say “/n/. . /u/. . /t/” for *nut*. Ideally, two or three of the pictures should begin with the same sound so that students must listen to each subsequent sound in order to identify the picture.

Advanced Blend-o

- *Sound Sense Bingo Cards (pp. 5–14)*
- *Bingo markers*

Play this game in a small group of no more than eight students. Make copies of the Sound Sense Bingo Cards and pass them out to students. This game is similar to Blend-o (p. 1); however, as you name the picture to be covered up with a marker, break it into its individual phonemes. Students must blend the phonemes together to determine which picture to cover with a marker. When students have three in a row, they yell “Blend-o!”

Refer to the list below and call out words randomly. Help and instruct the students if they give incorrect responses.

Word List

| Word | How to Say It | Word | How to Say It |
|------|--------------------|-------|--------------------|
| beet | /b/. . /ē/. . /t/ | bone | /b/. . /ō/. . /n/ |
| bug | /b/. . /u/. . /g/ | cake | /k/. . /ā/. . /k/ |
| can | /k/. . /a/. . /n/ | cane | /k/. . /ā/. . /n/ |
| cat | /k/. . /a/. . /t/ | cone | /k/. . /ō/. . /n/ |
| dice | /d/. . /ī/. . /s/ | dog | /d/. . /o/. . /g/ |
| fan | /f/. . /a/. . /n/ | fin | /f/. . /i/. . /n/ |
| five | /f/. . /ī/. . /v/ | hat | /h/. . /a/. . /t/ |
| hen | /h/. . /e/. . /n/ | hive | /h/. . /ī/. . /v/ |
| hose | /h/. . /ō/. . /z/ | hut | /h/. . /u/. . /t/ |
| mice | /m/. . /ī/. . /s/ | moon | /m/. . /ō/. . /n/ |
| mop | /m/. . /o/. . /p/ | net | /n/. . /e/. . /t/ |
| nose | /n/. . /ō/. . /z/ | nut | /n/. . /u/. . /t/ |
| pen | /p/. . /e/. . /n/ | pig | /p/. . /i/. . /g/ |
| pin | /p/. . /i/. . /n/ | plane | /pl/. . /ā/. . /n/ |
| rake | /r/. . /ā/. . /k/ | rope | /r/. . /ō/. . /p/ |
| rug | /r/. . /u/. . /g/ | snake | /sn/. . /ā/. . /k/ |
| soap | /s/. . /ō/. . /p/ | spoon | /sp/. . /ō/. . /n/ |
| stop | /st/. . /o/. . /p/ | ten | /t/. . /e/. . /n/ |
| top | /t/. . /o/. . /p/ | wig | /w/. . /i/. . /g/ |

Phoneme Blending

Do phonological awareness activities with your students for a short amount of time every day. Work through the following suggested activities in the order shown, doing one activity per day.

Activity 1

Teacher: What word is /f/, /u/, /n/?

Students: fun

Teacher: Now let's write the sounds in *fun*: /f/, write *f*; /u/, write *u*; /n/, write *n*.

Teacher: Now let's read the word *fun*.

Students: fun

Continue forming phonemes to form, write, and read the following words:

| | |
|------------------------------|-------------------------|
| /c/ /a/ /t/ is cat | /f/ /l/ /i/ /p/ is flip |
| /s/ /t/ /a/ /m/ /p/ is stamp | /b/ /o/ /x/ is box |

Activity 2

Teacher: What word is /b/ /u/ /m/ /p/?

Students: bump

Teacher: Now let's write the sounds in *bump*: /b/, write *b*; /u/, write *u*; /m/, write *m*; /p/, write *p*.

Teacher: Now let's read the word *bump*.

Students: bump

Continue combining phonemes to form, write, and read words.

| | |
|-----------------------|--------------------|
| /tr/ /u/ /k/ is truck | /s/ /u/ /n/ is sun |
| /b/ /u/ /g/ is bug | /g/ /e/ /t/ is get |
| /b/ /a/ /th/ is bath | /b/ /e/ /d/ is bed |

Activity 3

Teacher: What word is /f/ /a/ /s/ /t/?

Students: fast

Teacher: Now let's write the sounds in *fast*: /f/, write *f*; /a/, write *a*; /s/, write *s*; /t/, write *t*.

Teacher: Now let's read the word quickly.

Students: fast

Continue combining phonemes to form, write, and read words.

| | |
|--------------------------------|--------------------------------|
| /k/ /i/ /n/ /d/ is <i>kind</i> | /s/ /l/ /e/ /d/ is <i>sled</i> |
| /b/ /i/ /t/ is <i>bit</i> | /z/ /i/ /p/ is <i>zip</i> |

Activity 4

Teacher: What word is /w/ /e/ /n/ /t/?

Students: went

Teacher: Now let's write the sounds in *went*: /w/, write *w*; /e/, write *e*; /n/, write *n*; /t/, write *t*.

Teacher: Now let's read the word fast.

Students: went

Continue combining phonemes to form, write, and read words.

| | |
|-------------------------|-------------------------|
| /t/ /e/ /n/ /t/ is tent | /p/ /e/ /t/ is pet |
| /c/ /a/ /m/ /p/ is camp | /s/ /l/ /u/ /g/ is slug |

Activity 5

Teacher: What word is /s/ /w/ /i/ /m/?

Students: swim

Teacher: Now let's write the sounds in *swim*: /s/, write *s*; /w/, write *w*; /i/, write *i*; /m/, write *m*.

Teacher: Now let's read the word fast.

Students: swim

Continue combining phonemes to form, write, and read words.

| | |
|---------------------------|--------------------|
| /f/ /l/ /i/ /p/ is flip | /m/ /e/ /n/ is men |
| /l/ /u/ /n/ /ch/ is lunch | /r/ /a/ /m/ is ram |

Activity 6

Teacher: I'm thinking of something that is green and grows. It is a /p/ /l/ /a/ /n/ /t/. What is it?

Students: /p/ /l/ /a/ n/ /t/ is a plant

Teacher: Write the sounds in *plant*: /p/, write *p*; /l/, write *l*; /a/, write *a*; /n/, write *n*; /t/, write *t*. Now read the word fast.

Students: plant

Continue the activity with the following words:

| | | | |
|-----|-----|------|------|
| hen | mud | went | down |
|-----|-----|------|------|

Activity 7

Teacher: Let's play echo. What word is /k/ /r/ /u/ /n/ /ch/?

Students: (echo) /k/ /r/ /u/ /n/ /ch/ is crunch

Teacher: Write the sounds in *crunch*: /k/, write *c*; /r/, write *r*; /u/, write *u*; /n/, write *n*; /ch/, write *ch*. Now read it fast.

Students: (echo) crunch, crunch, crunch

Continue combining phonemes to form, write, and read the following words:

cold wave hand like

Activity 8

Teacher: Let's play echo. What word is /f/ /a/ /s/ /t/?

Students: (echo) /f/ /a/ /s/ /t/ is fast

Teacher: Write the sounds in *fast*: /f/, write *f*; /a/, write *a*; /s/, write *s*; /t/, write *t*. Now say the word.

Students: (echo) fast, fast, fast

Continue the activity with the following words:

wins zip fix best

Activity 9

Teacher: I'm thinking of something that is a plant and has a pretty flower on it. It is a /r/ /ō/ /z/. What is it?

Students: /r/ /ō/ /z/ is rose

Teacher: Write the sounds in *rose*: /r/, write *r*; /ō/, write *o*; /z/, write *s*; silent *e*, write *e*. Now read the word fast.

Students: rose

Continue the activity with the following words:

smell nose grab save

Activity 10

Teacher: Let's play Echo. What word is /r/ /ō/ /p/?

Students: (echo) /r/ /ō/ /p/ is rope

Teacher: Write the sounds in *rope*: /r/, write *r*; /ō/, write *o*; /p/, write *p*; silent *e*, write *e*. Now read the word quickly.

Students: (echo) rope, rope, rope

Continue the activity with the following words:

gift bus home mope

Activity 11

Teacher: I'm thinking of something that falls on the ground in the winter and is white. It is /s/ /n/ /ō/.

Students: /s/ /n/ /ō/ is snow

Teacher: Write the sounds in *snow*: /s/, write *s*; /n/, write *n*; /ō/, write *ow*. Now read the word quickly.

Students: snow

Continue the activity with the following words:

bone black pole fish

Activity 12

Teacher: Let's play Echo. What word is /d/ /ī/ /m/?

Students: (echo) dime, dime, dime

Teacher: Write the sounds in *dime*: /d/, write *d*; /ī/, write *i*; /m/, write *m*; silent *e*, write *e*. Now read the word /d/ /ī/ /m/.

Students: (echo) dime, dime, dime

Continue the activity with the following words:

cone side slide same

Activity 13

Teacher: I'm thinking of something all cars and bikes have. It is a /t/ /ī/ /r/.

Students: /t/ /ī/ /r/ is tire

Teacher: Write the sounds in *tire*: /t/, write *t*; /ī/, write *i*; /r/, write *r*; silent *e*, write *e*. Now read the word quickly.

Students: tire

Continue the activity with the following words:

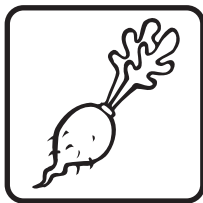
trip car dent note
mice five swing hold

Sound Sense Bingo Cards

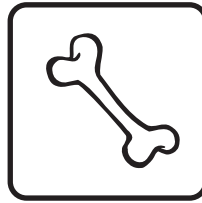
Use the Sound Sense Bingo Cards to play phonological games. For game ideas, search for phonological-awareness Waterford activities created for other Common Core State Standards.

The bingo cards work best if you copy them onto a heavier paper, such as card stock. The cards can also be colored and

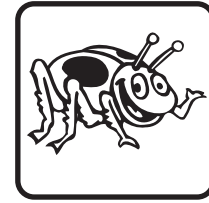
laminated. In order to use the correct word for each picture, refer to the Blend-o word list (p. 1) when you play with the Sound Sense Bingo Cards.



beet



bone



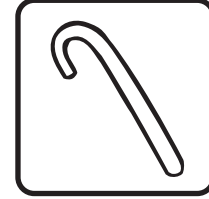
bug



cake



can



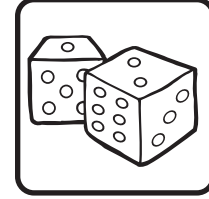
cane



cat



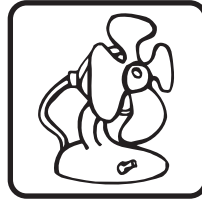
cone



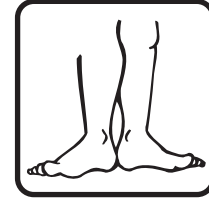
dice



dog



fan



feet



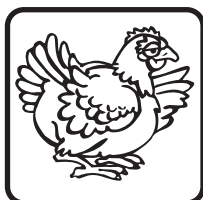
fin



five



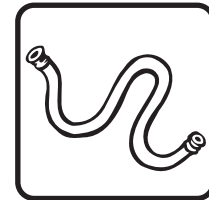
hat



hen



hive



hose



hut



mice



moon



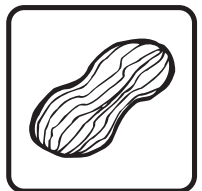
mop



net



nose



nut



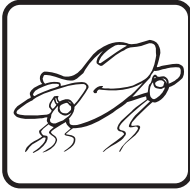
pen



pig



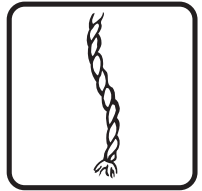
pin



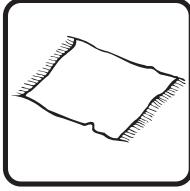
plane



rake



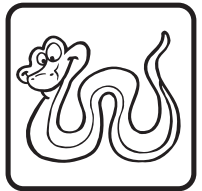
rope



rug



sheet



snake



soap



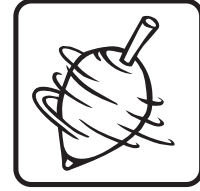
stop



spoon



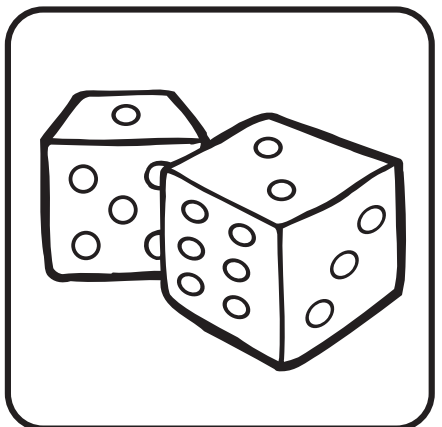
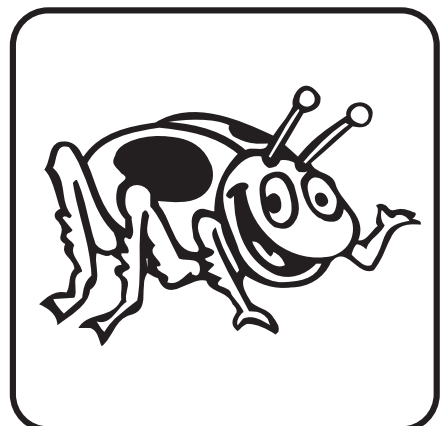
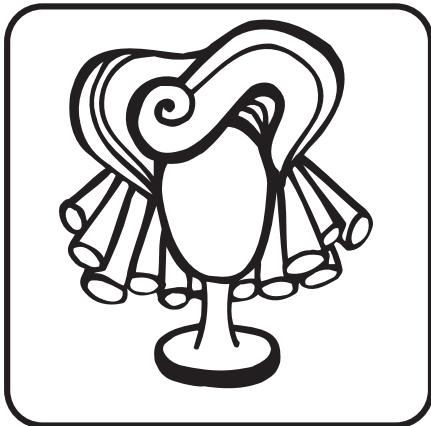
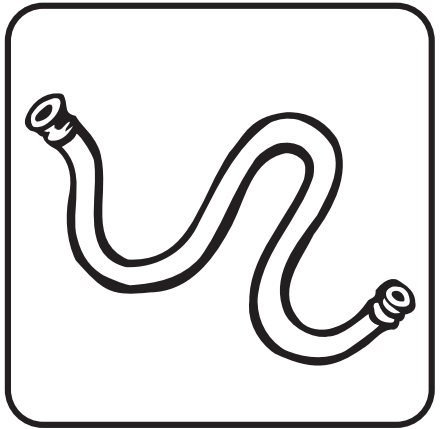
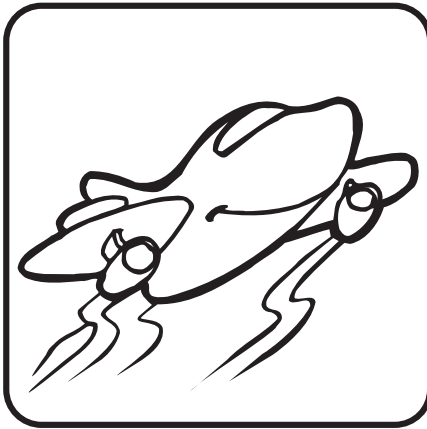
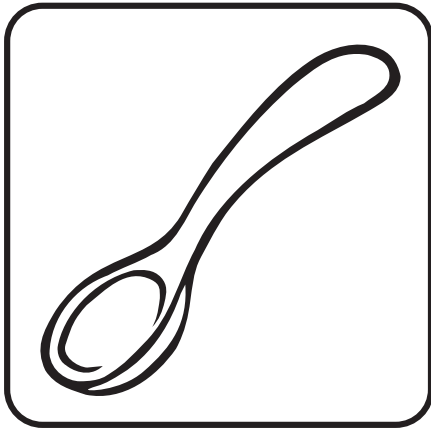
ten

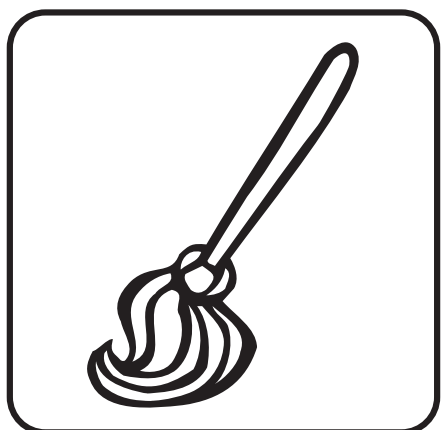
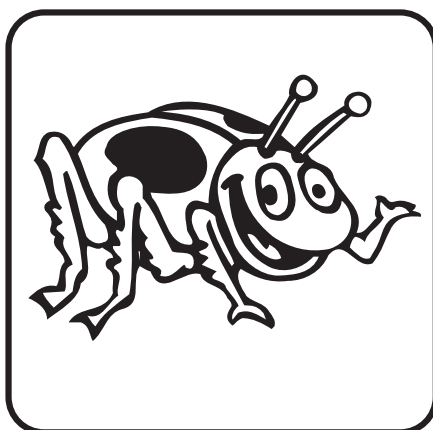
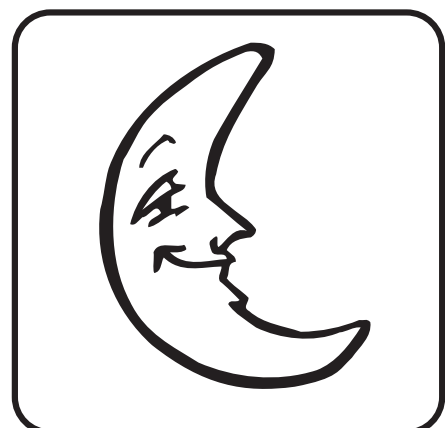
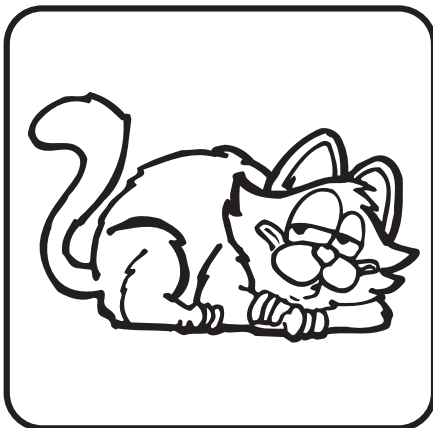
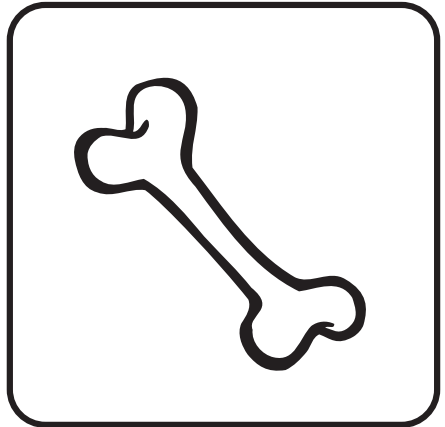
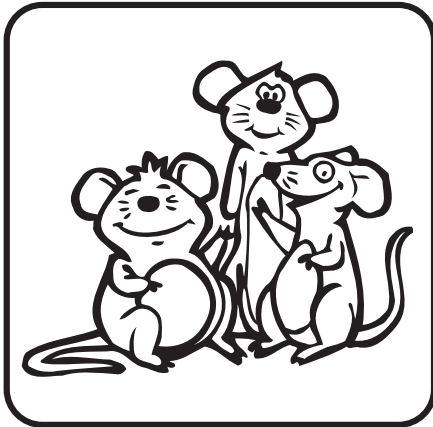


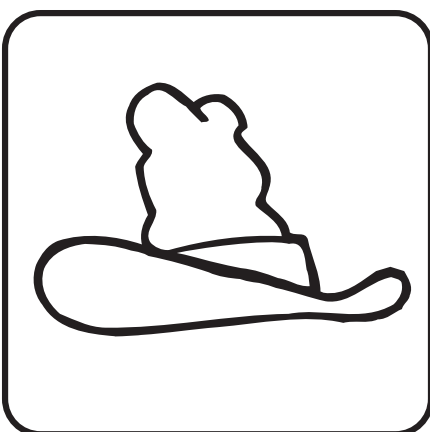
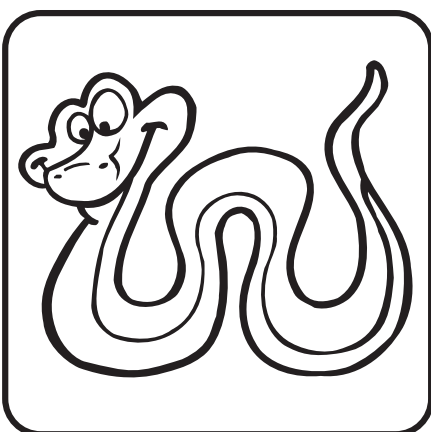
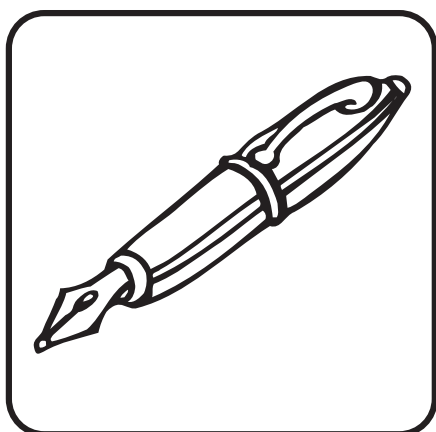
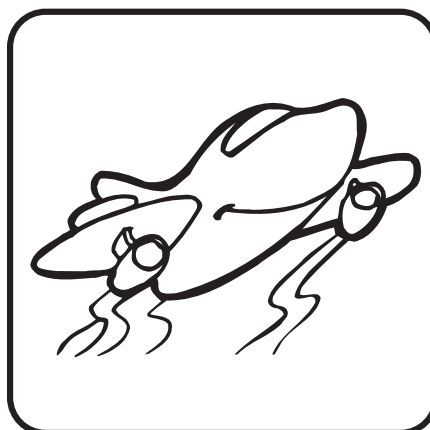
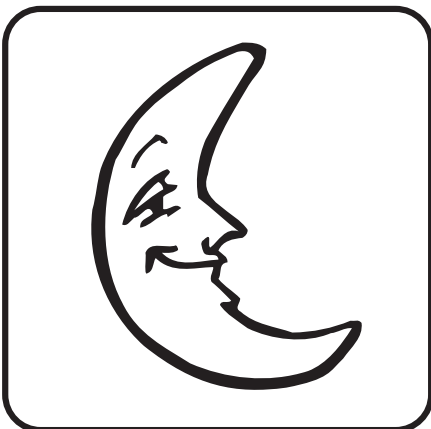
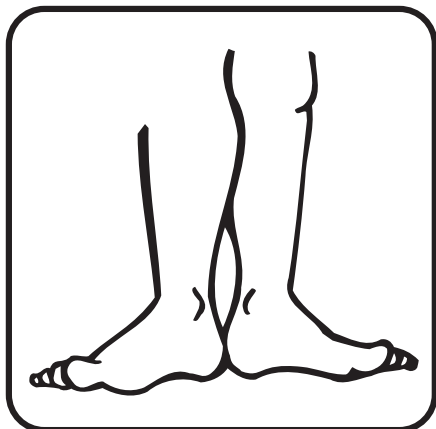
top

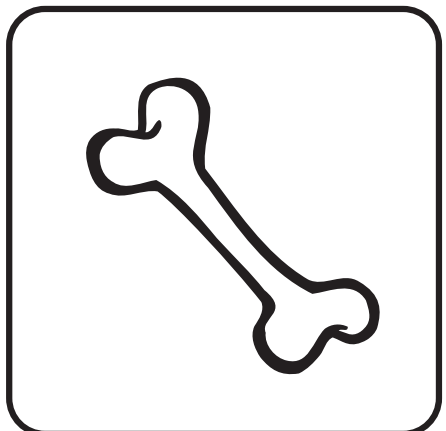
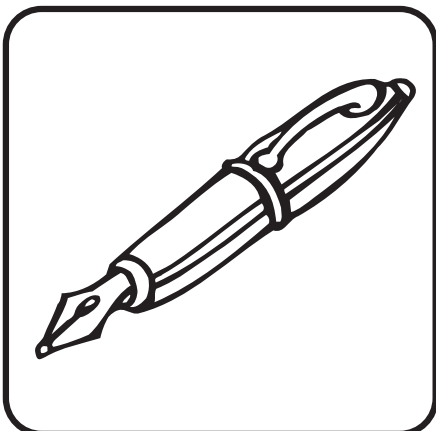
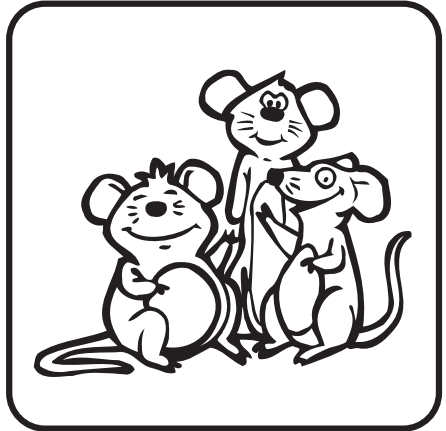
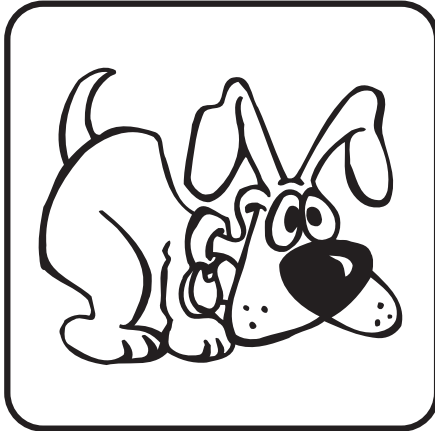
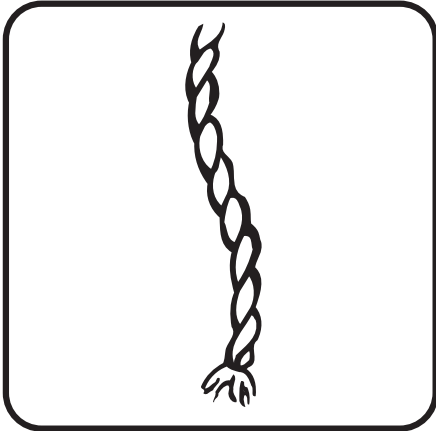


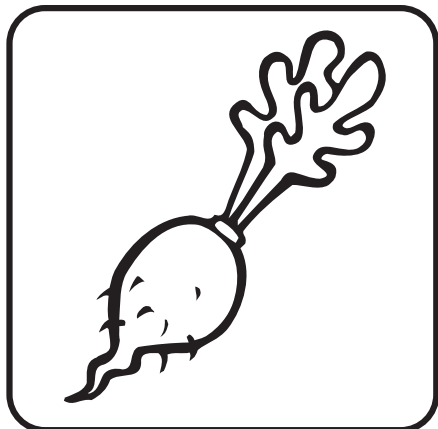
wig





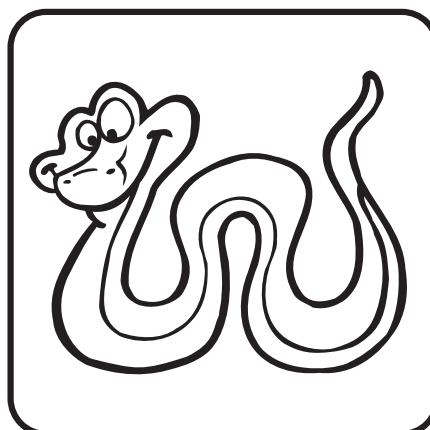




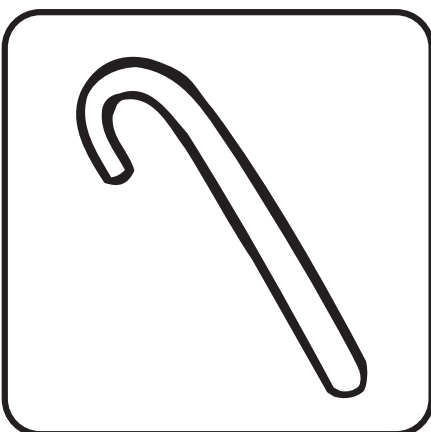


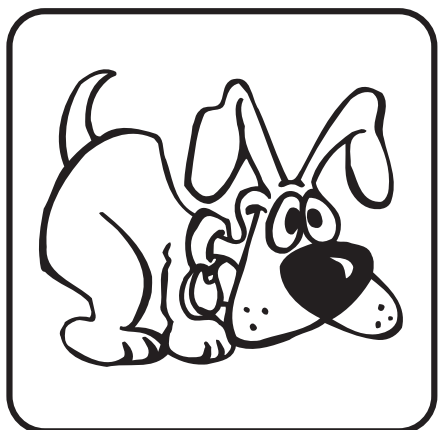
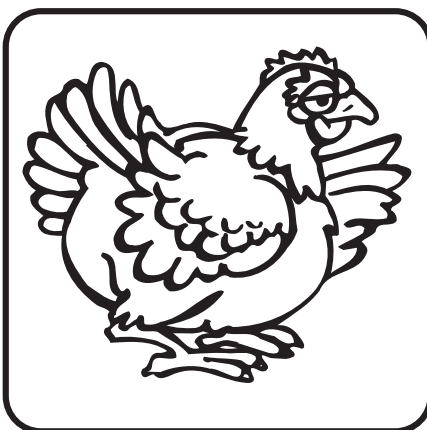
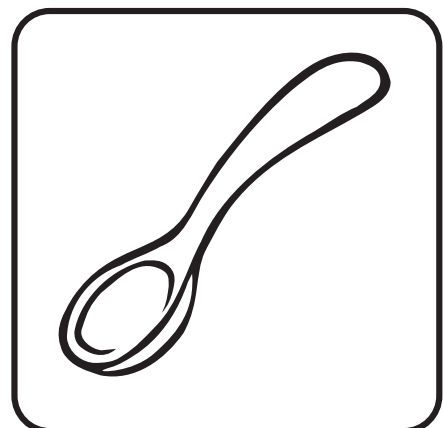
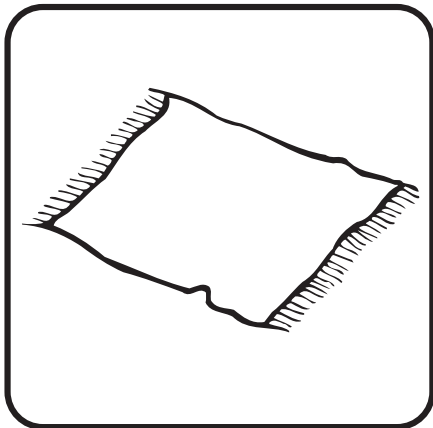
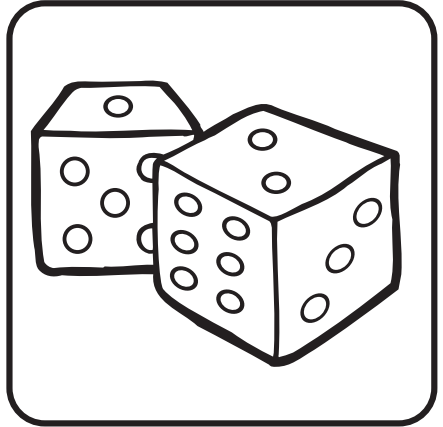
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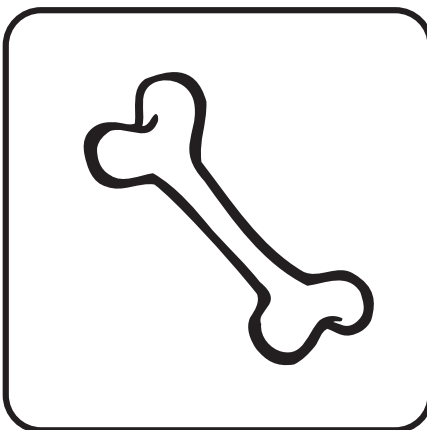
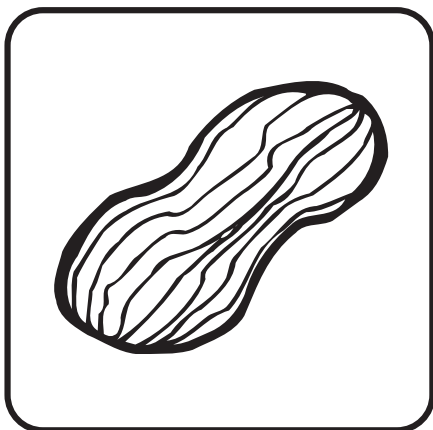
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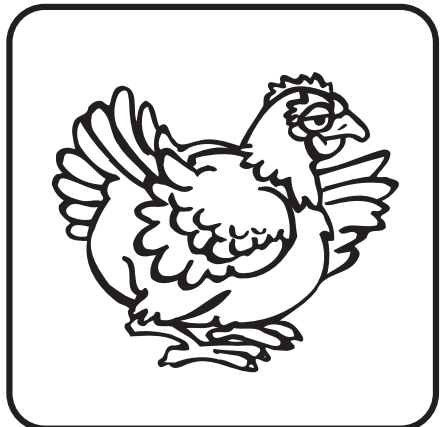
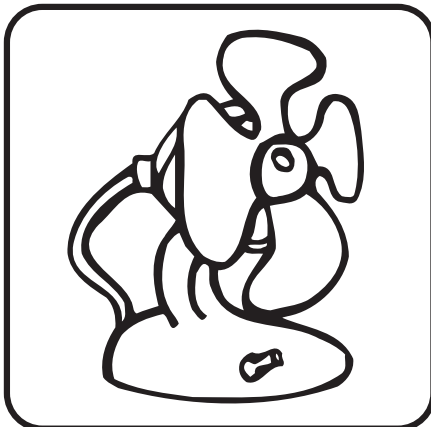
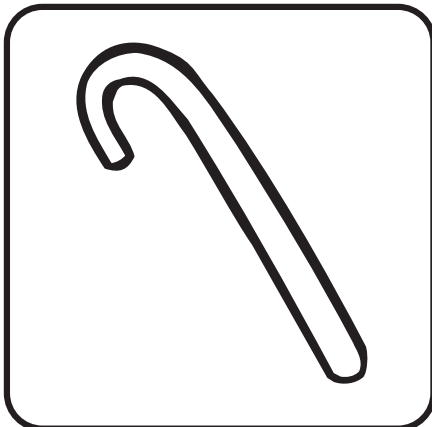
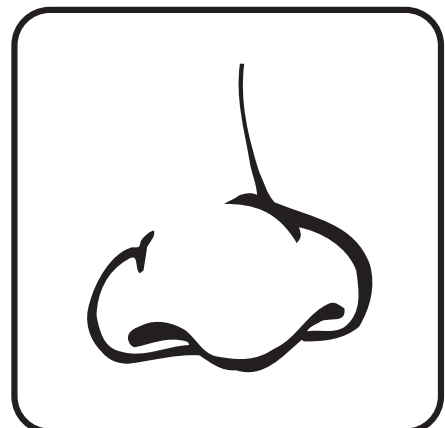
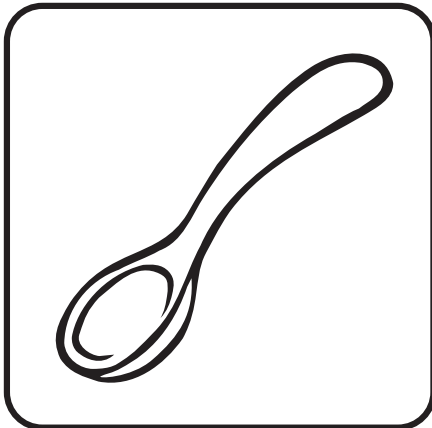
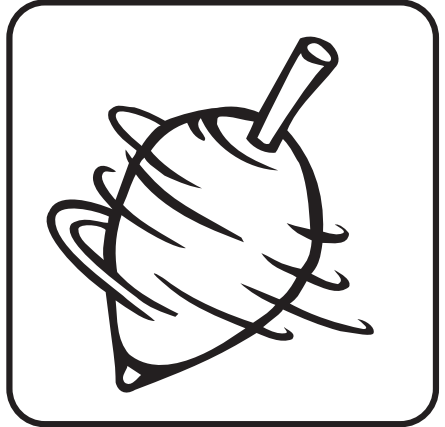
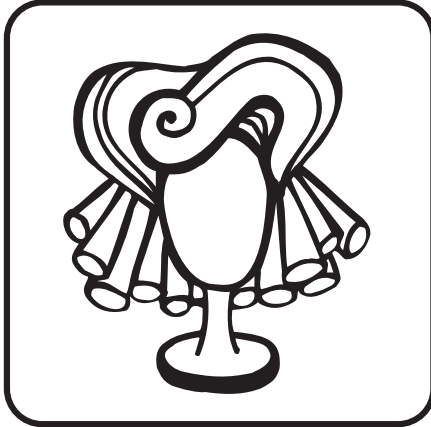


5









Sound Sense Playing Cards

Use the Sound Sense Playing Cards to play phonological games. There are 19 groups of playing cards. Each group includes 3 rhyming words.

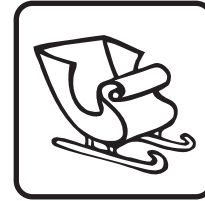
The playing cards work best if you first copy them onto a heavier paper, such as card stock. The cards can also be colored and laminated.



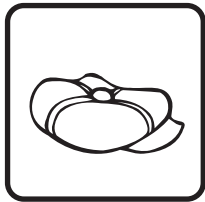
bed



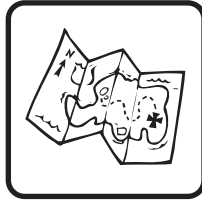
red



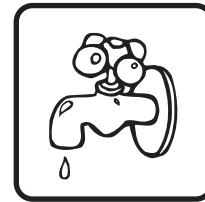
sled



cap



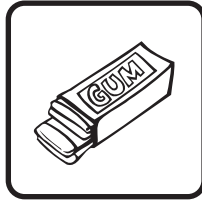
map



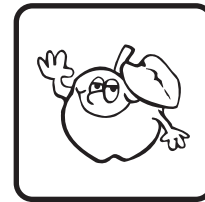
tap



drum



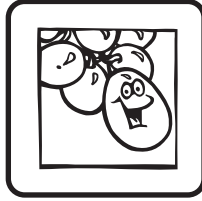
gum



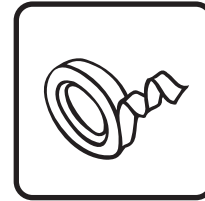
plum



cape



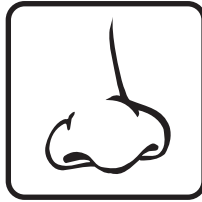
grape



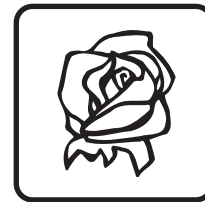
tape



hose



nose



rose



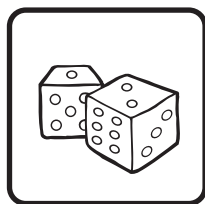
can



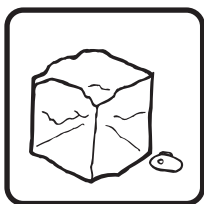
fan



van



dice



ice



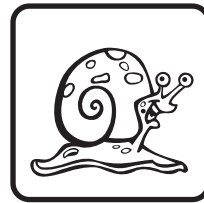
mice



jail



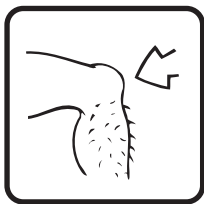
nail



snail



bee



knee



tree



mad



pad



sad



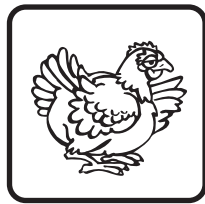
chin



fin



pin



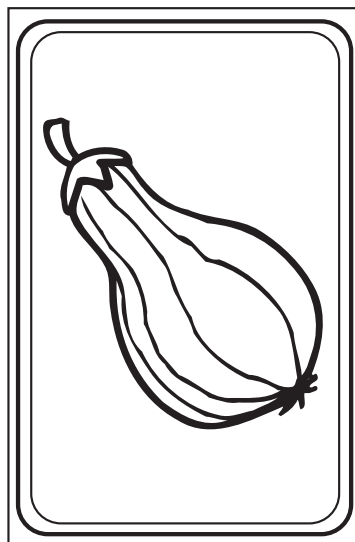
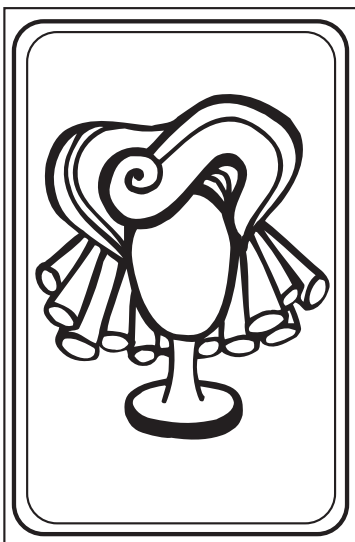
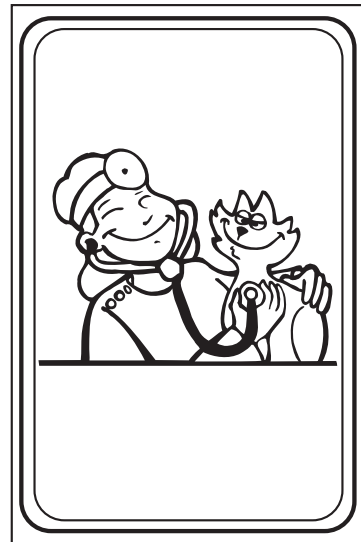
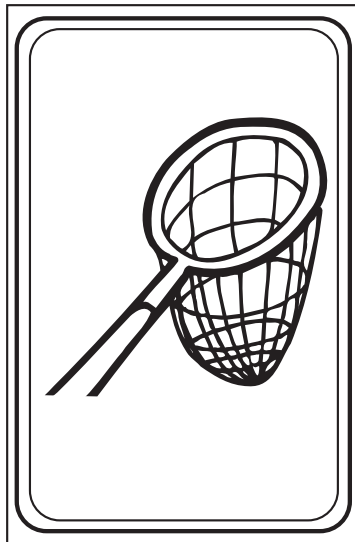
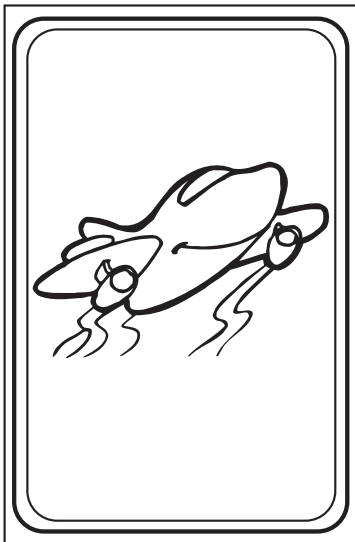
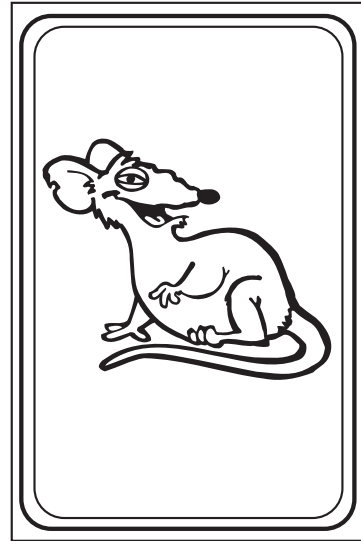
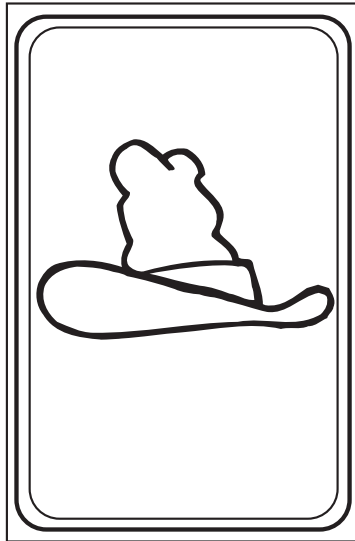
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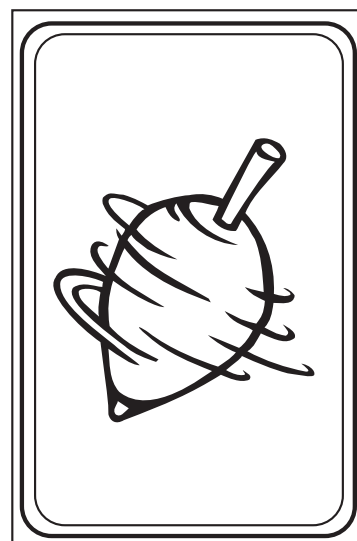
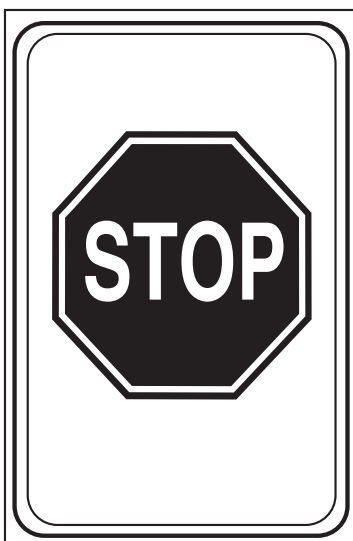
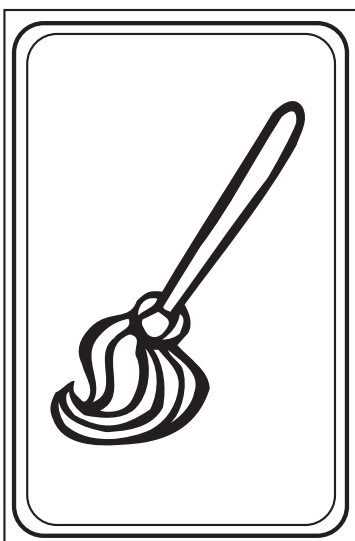
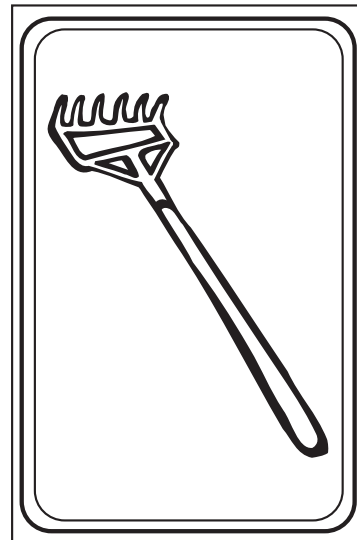
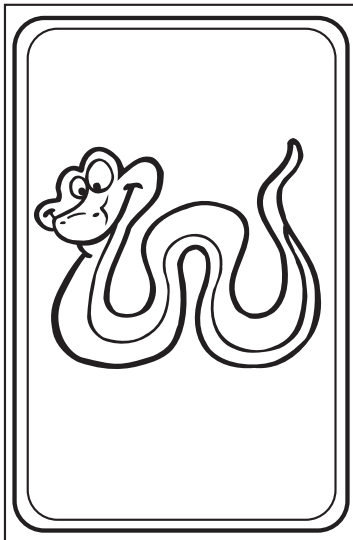
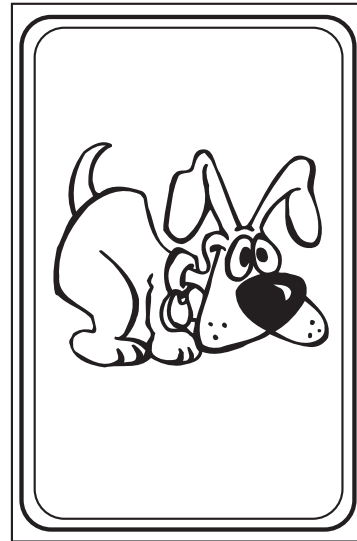
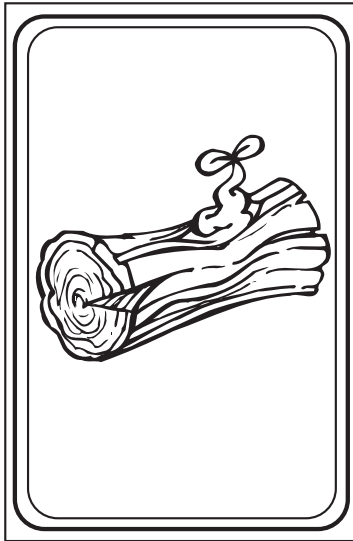
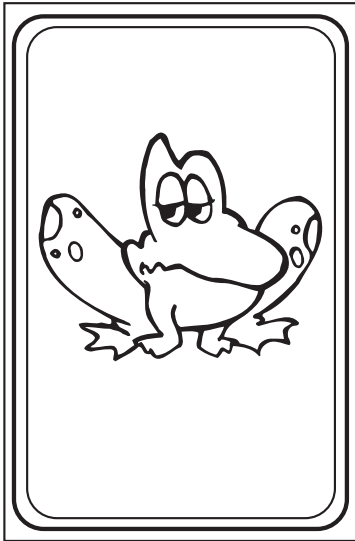


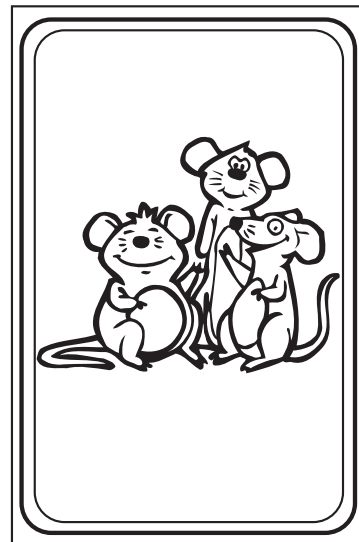
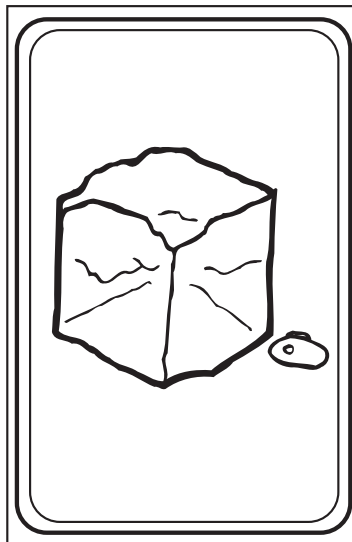
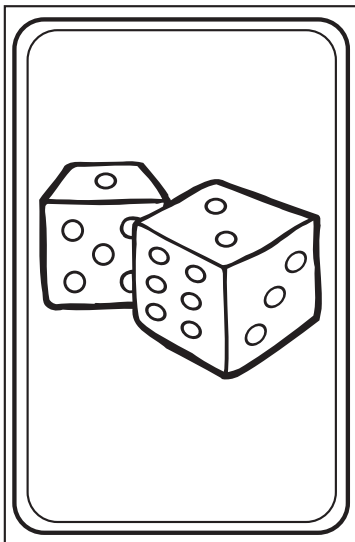
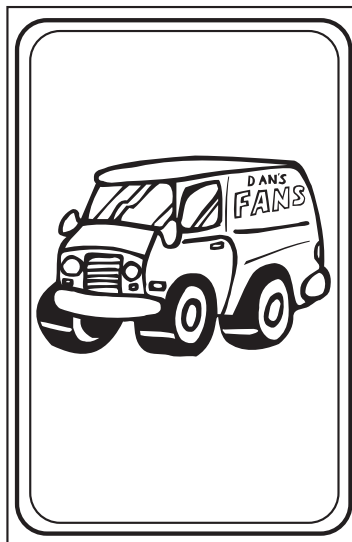
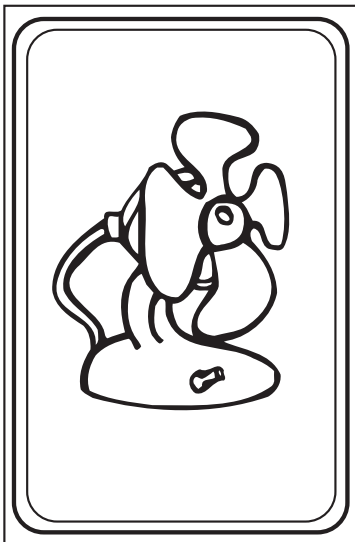
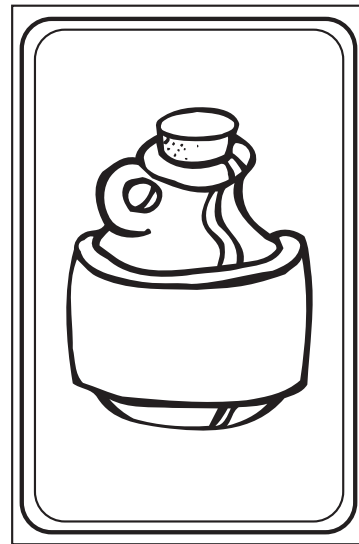
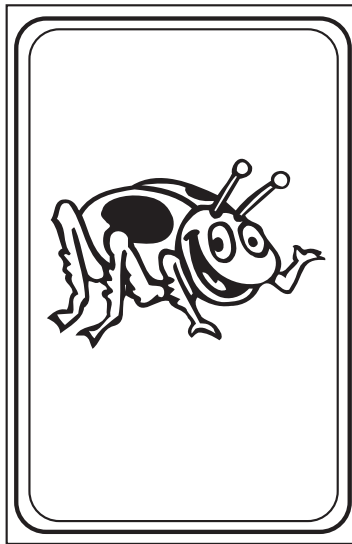
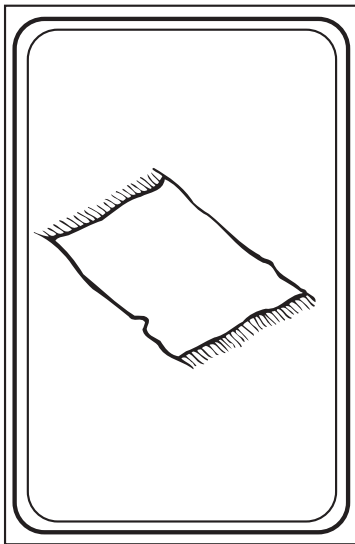
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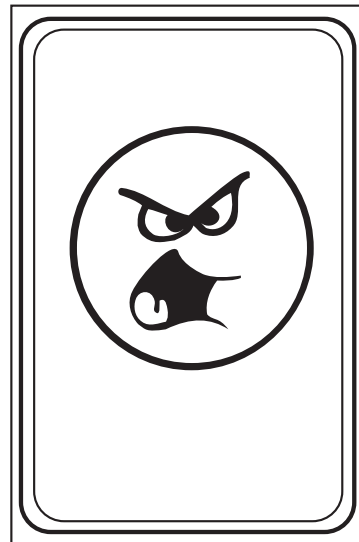
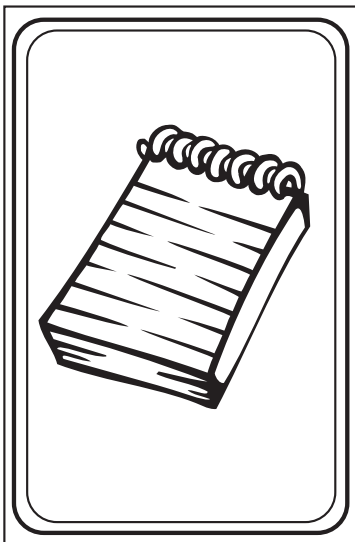
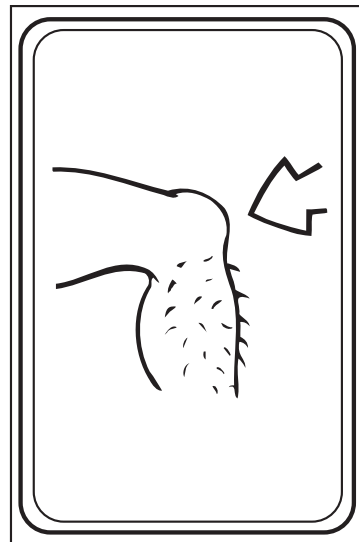
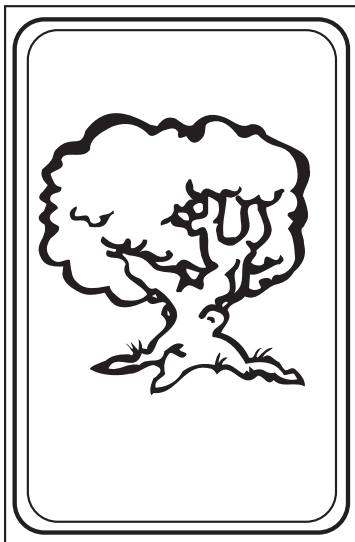
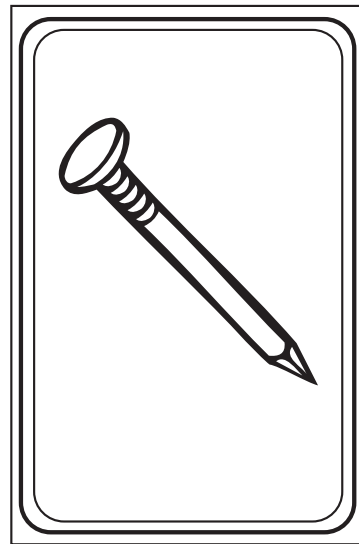
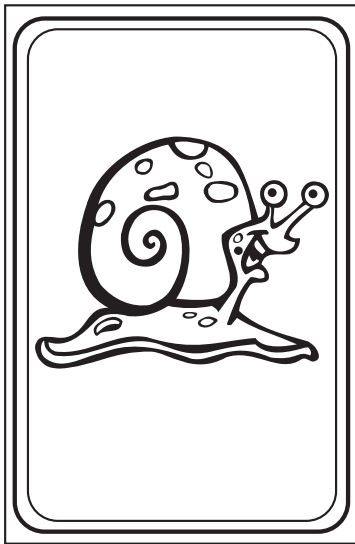


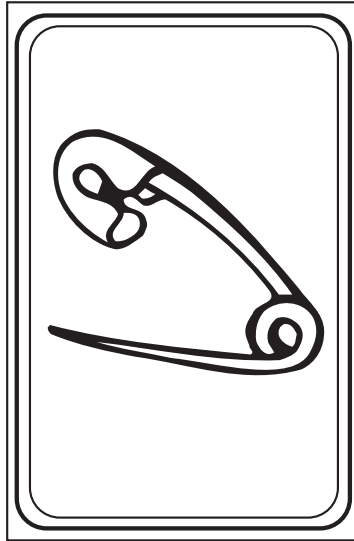
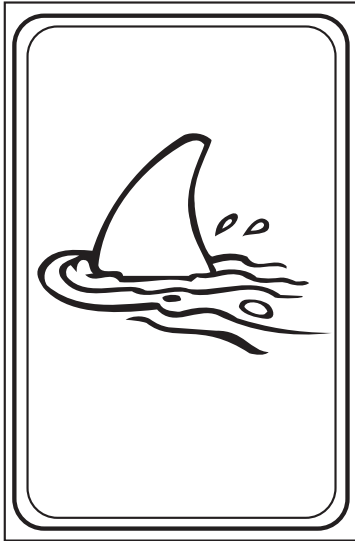
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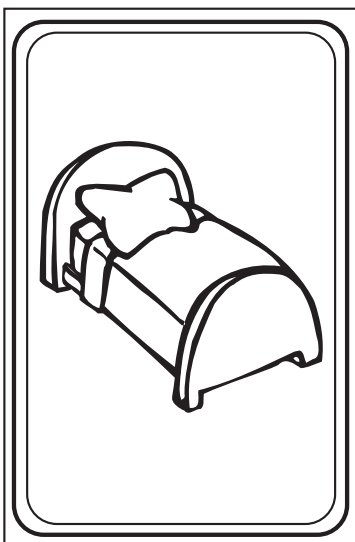
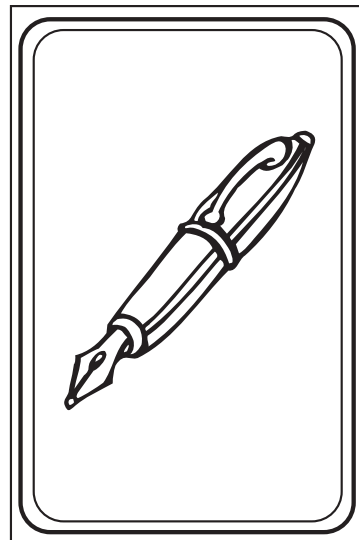
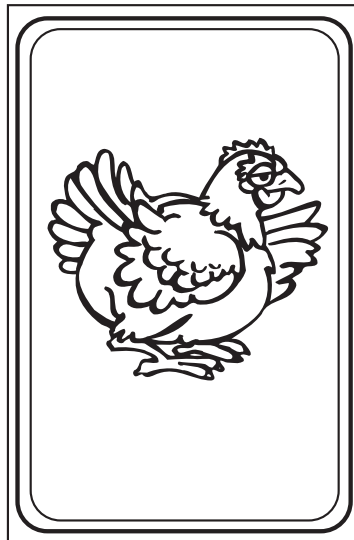








10



RED

