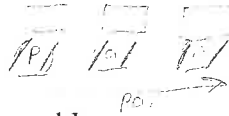


Phoneme Blending

Objective: To increase skill in phoneme blending for students who

- Have not yet mastered this skill

Materials: 2-3 cubes, chips, or scraps of paper
List of words for blending



Sequence:

1. Tutor sits next to the student sharing a table.
2. **Explain:** Tutor says to the student “Today you’re going to practice blending sounds to make words to help you become an even better reader. I’ll tap a cube as I say each sound in the word. When I slide my finger above the cubes you’ll say the whole word.” This explanation may be shortened for students who have had experience with the intervention, but some explanation and rationale must be given at the start of every session.
3. **Model:** Tutor says to the student “I’ll model for you how to blend the sounds I say into a word. I’ll model two words. My turn.” Tutor models for the students, using the signaling procedure described above with only the tutor responding. An adult model is to be provided at the start of every session even if the student is familiar with the expectations of the task.
4. **Practice:** Tutor says to the student “I’ll say the sounds in a word. When I signal, you say the word. Your turn.” Tutor begins with the two words used during modeling phase, and continues practicing with student. Tutor maintains brisk pace, with little pause between words.
5. **Correction:** Any time a student responds incorrectly, the tutor immediately says “My turn,” demonstrates the correct response, then says “Your turn” has the student respond to the same word, backs up 2 words and continues forward so that the student must identify the previously incorrect word again. [i.e., “My turn. /f/ /i/ /g/ fig. Your turn. /f/ /i/ /g/.” (signal for student to say word)].

Use word cards, all auditory

What If I Don’t See Progress?

1. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
2. Provide a model for more words
3. Be certain that error correction procedures are being delivered correctly

The intervention protocols and integrity observations were developed by the St. Croix River Education District, Rush City, MN. Permission for use is granted for Reading Corps tutors and coaches within the 2013-14 Reading Corps program.

Phoneme Blending Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Tutor: _____ Observer: _____

Observed by (check one): Reading Corps Internal Coach Reading Corps Master Coach

INTERVENTION SEQUENCE	YES	NO
Tutor has a list of words for blending		
Tutor explains task & gives rationale to student at least briefly every session		
Tutor models task with at least two words every session		
Tutor uses appropriate hand signaling during model		
Tutor initiates practice by repeating task directions		
Tutor uses appropriate hand signaling for each word during practice phase		
Tutor follows error correction procedure immediately for every error. Also mark "Yes" if the student did not make any errors during the observed session.		
Tutor maintains brisk pace of presentation		
Total (maximum of 8 possible):		

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