Activity 2: Blending Activities

Say It Slowly
Using letters, demonstrate how to say a CVC word slowly by blending the sounds together in units:

Letters: s, a, t
Say: /s/, /sa/, /sat/

Have students practice blending CVC words using this method.

In Spanish, have students practice blending using one-syllable words, such as con (with), sol (sun), or mal (bad).

Say It Faster / Move It Closer
• Lay out two letters separated by a wide space:
  \[\begin{array}{c}
  s \\
  a
  \end{array}\]
• Point to the first letters. With students, say /s/ and hold it until you point to the second letter a. Then say /a/.
• Move the letters closer together, and repeat the procedure with the sounds being spoken faster.
  \[\begin{array}{c}
  s \\
  a
  \end{array}\]
• Move the letters closer together until the sounds are spoken as one unit:
  \[\begin{array}{c}
  s \\
  a /sa/
  \end{array}\]
• Add a final consonant t: /sa/ /t/
• Blend the three sounds to read the word: sat.

Onsets and Rimes
• Place two letters on the table: a and t.
• Model and have students blend the two sounds.
• Say: at.
• Place the onset, the letter s, before the rime, —at.
• With students, blend /s/ and —at to read sat.
Change the onset to other letters and make new words for students to blend and read (e.g., sat to mat, mat to rat, rat to pat, pat to bat).

Use other rimes to practice blending, such as —an, —am, —op, —it, —in.

In Spanish, work with one-syllable words that can be separated into their onset and rime. For example, you can use the rime —en and add the letters v, t, d, tr to make the following words: ven, ten, den, tren.
Activity 2 (continued)

Blending Activities

Playing With Sounds

- Place two letters on the table: a and t.
- With students, blend the letter sounds to say at.
- Ask students to change at to sat.
- Students add the letter s and blend the sounds together to read sat.

Ask students to make and read new words by changing or adding new letter sounds (e.g., sat to mat, mat to map, map to mop, mop to top, top to stop).

In Spanish, place two letters on the table, a and l. With students, blend the letter sounds to say al (to). Ask students to change al to sal. Students add an s and blend the sounds to read sal (salt). Ask students to make and read new words by changing or adding new letter sounds (e.g., mal (bad), mar (sea)).

Tapping Out

- Using letters, make a word such as sat.
- Using one hand, demonstrate tapping the index finger to the thumb as you say the initial sound in the word: /s/.
- Tap the middle finger to the thumb as you say the medial sound: /a/.
- Tap the ring finger to the thumb as you say the final sound: /t/.
- Tap all the fingers to the thumb as you say the word: sat.
- Students practice “tapping out” the sounds of other CVC words.

In Spanish, students practice “tapping out” sounds using one-syllable words.

Tapping and Sweeping

- Using letters, make a word such as sat.
- Demonstrate by making a fist and tapping under the s as you say /s/.
- Tap under the a as you say /a/.
- Finally, tap under the t as you say /t/.
- Sweep your fist under all the letters as you say the word: sat.
- Have students take turns blending CVC words in this way.

In Spanish, students can take turns blending one- and two-syllable words.