

Suggested Daily Lesson Sequence-

The 5-Step Plan

Step 2a of 5 – Phoneme analysis and blending



2. Practice phoneme analysis and blending to learn to decode words accurately.

In this step of the lesson, children are explicitly taught how to use previously learned sound-symbol associations to decode words. Remember that new sound-symbol associations are introduced in Step 1. Once students have automatic recognition of each new sound-symbol association, that sound can be added to the sounds used in Step 2 to increase the number of words that the children can decode. Two phoneme analysis and blending activities are used in this step of the lesson and are described below.

Step 2a

Engelmann's blending method (adapted 1969).

When children are first taught to decode or sound out words, they often learn to sound words out letter- by-letter, reading sat as suh-a-tuh. To avoid the distortion that comes from sounding out a word letter-by- letter, we recommend a procedure adapted from Engelmann (1969) to teach children to pronounce as a single unit a consonant followed by a vowel.

Once students have mastered this skill, they can sound out words with a minimum of distortion. For example, they learn to sound out sat by saying /saaa/ and then /saaat/, followed by saying the word quickly — sat.

The following procedure can be used to teach children to pronounce as a single unit a consonant followed by a vowel. On a dry erase board write:

s —————> a
 s —————> a
 sa
 →

Point to the s and model for the children by holding (or stretching out) the /s/ sound — /ssssssss/ — as you move your finger from left to right. Without pausing, when you get to the /a/ sound, stretch out that sound — /aaaaaaaaa/. As the letters are placed closer and closer together, the length of time between the two sounds decreases until you are pronouncing the two sounds as a single unit — /sa/.

Next, have the children practice this technique by stretching out the sound of the first letter until you point to the second letter, at which time they hold or stretch out the second sound. Place the letters closer and closer together until children are pronouncing the consonant and vowel as a single unit.

Now you can add a final consonant that the children know and ask them to read the whole word. For this step you might start by first writing the following on the dry erase board:

sa
 sa
 sa

Ask the children to review how to pronounce the consonant and vowel as a single unit by asking them to read /sa/ three times as you point to each consonant vowel combination.

Next, add three final consonants, using letters whose sounds they already know, and ask the children to sound out the words (e.g., /saaa/, /saaat/) and then say the whole word quickly — sa.



It might look like this on the dry erase board as you add each final sound:

sat
sad
Sam

The children may need to practice this procedure with other initial consonants. It is helpful in these early lessons to use continuous sounds (sounds that can be held with a minimum of distortion) in the initial position (e.g., /f/, /m/). New short vowels may also need to be practised using this activity (e.g., /fiiii/, /fiiiiit/) to solidify the children's ability to pronounce the consonant and vowel as a single unit.

Most often, this activity can be used for only a short time and then eliminated from the lessons. For some children, the activity will need to be revisited—for example, when a new short vowel is introduced.

Step 2b to follow next week

Reference:

Teaching Tutorial: Decoding Instruction

Benita A. Blachman and Maria S. Murray

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