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BLENDING/SEGMENTING WORK



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Directions

Who is this workbook for?

This workbook is for students who know the sounds for the one letter consonants and vowels but who do not yet have the skills to use this knowledge to read unfamiliar words. Students who will benefit from this workbook will be those who score above 30 in the Text 1 section of the ABeCeDarian Placement Assessment but below 20 on the Nonsense 1 section. This workbook will teach students how to blend individual sounds to form words, to segment a whole word into individual speech sounds, and to use these skills when reading and spelling unfamiliar words.

Spelling Chain

The spelling is the first activity in each lesson.

The teacher should lay out the letter tiles indicated on the page. Alternatively, the student can place a clear acetate sheet over the page and write the necessary letters with a dry erase pen.

Script for Spelling Chain in Unit 1

Teacher: I'm going to spell *if*. /i/ /f/ if

The teacher says each sound individually and then brings down the appropriate letters.

Teacher: Now I'm going to tap-and-say the word. /i/ /f/.

The teacher touches each letter as she pronounces it in isolation. After she has pronounced all of the sounds, she should run her finger quickly under the word and say /if/.

Teacher: Now it's your turn to tap-and-say /if./

Student: /i/ /f/. /if/.

The student touches each letter as he says the individual sound, and then he runs his finger underneath the word as he pronounces the whole word.

Teacher: Now I'm going to say a new word that has just one sound different. You have to change one letter to make my new word. The new word is *it*.

The student replaces the f with a t.

Teacher: Good job! Now tap-and-say *if*.

Student: /i/ /t/ *it*.

Teacher: Now I'm going to say a new word that is not a real word. It will be a nonsense word. Change one sound to spell /ig/.

The student replaces the t with a g.

Teacher: Now tap-and-say your new word.

Student: /i/ /g/ *ig*.

The complete list of spelling chains is in the following table. The teacher repeats these basic steps for the remaining words.

The teacher says, "Change one sound to spell <new word.>"

The student spells the new word with the letter tiles.

The student performs a tap and say on the word.

Directions

Spelling Chains					
Unit 1		Unit 2		Unit 3	
1.	if	1.	mop	1.	clop
2.	it	2.	map	2.	glop
3.	ig	3.	zap	3.	grop
4.	ug	4.	zop	4.	frop
5.	ag	5.	zep	5.	bropp
6.	ap	6.	zet	6.	blopp
7.	op	7.	fet	7.	blapp
8.	ot	8.	fem	8.	bapp
9.	og	9.	fom	9.	bampp
10.	om	10.	gom	10.	baspp
11.	im	11.	gam	11.	baspp
12.	ig	12.	gat	12.	bant

Tap and Say, Turtle Talk, and Correct Your Teacher

Teacher: Tap-and-say each word.

If the student has difficulties with the tap-and-say, the teacher should model the tap-and-say first and then have the student perform it.

Teacher: Here’s a different way to practice these words. I’m going to say each word very, very slowly. We will call this kind of slow reading “Turtle Talk,” because turtles are very slow. After I say the word in Turtle Talk, you tell me the word in regular talk.

The teacher pronounces each word, elongating each continuous sound for about 1 second. The words should be

pronounced for a longer duration than normal, but continuously, with no pause between sounds. After the teacher says the word in Turtle Talk, the student says the word in regular speech.

NOTE: The purpose of Turtle Talk is to serve as a support or scaffold for the teacher to use if a student has difficulty blending isolated sounds into a word. Whenever a student is reading an unfamiliar word and says all of the sounds in isolation correctly, but doesn’t know what word the sounds make, the teacher should offer to say the word in Turtle Talk, have the student identify the word, and then do a tap and say on the word. If a student does not have any difficulty blending the sounds i.e., can perform the tap and say without any difficulty), then the teacher can skip the Turtle Talk part of the exercise, especially in Units 2 and 3.

Teacher: Now you get to be the teacher. I’m going to say these words in regular speech and you’ll have to tell me if I read the word correctly.

The teacher reads each word out loud. She should make a mistake on about half of the words. Every misread word should be off by just a single sound. For instance, the teacher may misread *ug* as /uf/, but not as /af/.

If the teacher has misread the word, she should ask the student to tell her what sound she got wrong.

When the teacher first reads the word, she should read the word in regular speech without a tap and say. After being corrected, though, she should do a tap and say and pronounce the word correctly.

Directions

Say and Write

Teacher: Here's a page to help you practice the words you've been working on. Read each word and then write it 2 times. Say each sound one at a time as you write the letter.

Reading Chain

Teacher: Read these words as well as you can. Only one sound changes as you go from word to word. Some of the words are nonsense words.

Letter/Sound Fluency Sheet

Teacher: When I tell you to start tell me the sounds for the letters on this page. I will time you for 30 seconds. We'll keep on practicing a few times a day until you can say 30-40 sounds correctly in 30 seconds.

The student says the letter sounds as well as he can as the teacher times him.

The teacher should note any sounds the student says incorrectly.

If the student does not say a sound within 3 seconds, the teacher should tell him the sound and mark it incorrect.

When 30 seconds have elapsed, the teacher says, "Stop." She should then count the number of correct and incorrect responses.

These scores should be recorded in the student's workbook in the table provided.

Students should continue daily timings until they can achieve a rate of around 30-40 sounds correct in 30 seconds with 2 or fewer errors on 2 or 3 successive days.

Teachers should discuss the goals explicitly with their students. For students whose initial rate is less than 15 letter/

sounds correct in 30 seconds, a good weekly goal is to improve the rate by 1.5 in a week of practice.

Example: If a student read 10 sounds correctly in 30 seconds on his initial timing, a good goal for the first week would be to raise that rate to 15 sounds correct per 30 seconds (10×1.5). If he reached that, the following week's goal should be at least 22 words correct per minute (15×1.5).

If a student is not making improvement in his scores after 3 successive days, then the teacher should reduce the number of letter/sounds for the student to work on or to reduce the length of timing, say, to 10 seconds.

To reduce the number of letter/sounds, the teacher will have to make a letter/sound sheet on her own with perhaps 3 or 4 different letter/sounds repeated multiple times on it. Students would perform timed readings on this sheet, just as with the lists in their workbooks. Once students can read this abbreviated list at a rate of around 30 sounds correct in 30 seconds, the teacher should add 1 or 2 sounds and repeat the procedure until the student is able to achieve the desired goal for the full list of sounds.

If reducing the length of time the student is timed, the teacher should have the student still do a total of 30 seconds of timed practice. For example, if the length of timing was reduced to 10 seconds, the student should do 3 trials at this length. Practice should continue until the total number of sounds read over the 30 seconds was at least 30. Then the teacher should increase the length of timing until the student is able to meet the goal of 30-40 sounds in a single 30 second timing.

Students may do one untimed reading of the words for warm up before their daily timing. It is also acceptable for students to have more than one timed practice in a lesson.

Directions

Word Fluency Sheet

Before timing students on this sheet, have them practice reading 2 lines untimed. Timing should begin only after they can read 2 lines without any errors.

When timing students on the word fluency sheets, the teacher follows the same procedure used for the letter/sound fluency.

NOTE: The target rate for reading words is 40-50 correct in 30 seconds. This rate is higher than the target for saying isolated letter sounds.

If students have difficulties reading the words on the sheet easily, then the teacher should have them practice just a few words at a time, using the word cards on pages 30-49. Some students will need to work on only 4-8 words at a time.

One good practice routine when using these words cards with younger students, is to have them “put to sleep” and then “wake up” the cards. To do this, the cards are arranged on the table face up. The student reads them one at a time. When ever he reads a word correctly, he “puts it to sleep” by turning it face down. When all of the cards have been turned over, he then “wakes them up” by turning them over one at a time and reading them. The teacher can have the student do this at several different points during the lesson.

Pacing

For most students it is advisable to overlap the Level A Blending/Segmenting work with work in Level B, doing 10-15 minutes of work with the Level A Blending/Segmenting activities each lesson before working for the remainder of the lesson in Level B.

When students can read at least 15 letter/sounds or words on the respective fluency sheet correctly in 30 seconds, he may go on to the next unit. Daily practice should continue on the

fluency sheets until he can read the letter/sounds and words at the target rate. Work on the fluency sheets in the new unit should be postponed until after the student has achieved the fluency targets in the earlier units.

1

Unit One

Unit 1 - Spelling Chain

Your teacher will tell you to spell some words with these letters. In each new word, you will have to make only one sound change.

a i o u f
m g c t p

Unit 1 - Tap-and-Say, Turtle Talk, and Correct Your Teacher

1. Tap and say each word.
2. Listen to your teacher say each word in Turtle Talk and translate it into People Talk.
3. Correct your teacher's reading.

if

it

ug

ap

og

af

Unit 1 - Say-and-Write

Say each word and write it 2 times. Remember to say each sound as you write it.

if

it

ug

ap

og

af

Unit 1 - Reading Chain

Read these words as well as you can. Only one sound changes as you go from word to word. Some of the words are nonsense words.

1. if

7. op

2. it

8. ot

3. ig

9. og

4. ug

10. om

5. ag

11. im

6. ap

12. ig

Unit 1 - Letter/Sound Fluency Sheet 1

Practice saying these sounds until you can get 30/40 correct in 30 seconds.

s	t	i	a	m	p	u	c	o	f	i	t
p	s	m	f	a	o	c	u	t	i	s	p
f	m	o	a	u	c	i	m	o	a	p	f
u	c	i	f	c	o	u	p	a	m	i	t
s	f	a	m	i	t	p	s	u	c	a	i
m	a	f	a	c	u	s	p	t	s	f	t
o	i	c	a	u	m	p	o	m	s	u	f
p	s	i	c	a	i	u	t	c	p	o	s
a	f	m	t	i	f	o	c	u	m	p	a
Date											
Correct/Incorrect											

Unit 1 - Fluency Sheet 1

Practice reading these words until you can get them all right. Then practice reading the words until you can get 40/50 correct in 30 seconds.

ip	ig	op	og	im	it
om	ot	ap	ag	um	ug
ac	ic	ut	uf	om	ip
ut	ag	af	um	op	af
ot	og	im	ut	ap	um
id	af	ag	om	ip	ut
im	og	ot	af	op	ag
og	uf	ut	ot	um	af
ag	ut	ip	om	im	og
Date					
Correct/Incorrect					

2

Unit Two

Unit 2 - Spelling Chain

Your teacher will tell you to spell some words with these letters. In each new word, you will have to make only one sound change.

m p f a o
z e t s c

Unit 2 - Tap-and-Say, Turtle Talk, and Correct Your Teacher

1. Tap and say each word.
2. Listen to your teacher say each word in Turtle Talk and translate it into People Talk.
3. Correct your teacher's reading.

mop

fam

zat

fep

zet

fop

Unit 2 - Say-and-Write

Say each word and write it 2 times. Remember to say each sound as you write it.

mop

zat

fam

fet

fop

zet

Unit 2 - Reading Chain

Read these words as well as you can. Only one sound changes as you go from word to word. Some of the words are nonsense words.

1. mop

7. fet

2. map

8. fem

3. zap

9. fom

4. zop

10. gom

5. zep

11. gam

6. zet

12. gat

Unit 2 - Letter/Sound Fluency Sheet 1

Practice saying these sounds until you can get 30 40 correct in 30 seconds.

i	g	n	d	h	u	r	l	i	l	g	r
n	u	d	h	l	r	u	g	i	h	d	n
r	g	n	l	d	i	h	u	l	r	u	n
g	i	h	d	r	g	l	i	h	d	n	u
i	n	g	d	h	r	u	l	d	i	g	n
r	h	l	u	n	d	h	i	g	u	r	l
u	i	h	d	l	n	g	r	d	h	i	g
n	l	u	r	n	g	i	d	l	u	r	h
d	g	n	i	u	n	d	h	i	l	g	r
Date											
Correct/Incorrect											

Unit 2 - Fluency Sheet 1

Practice reading these words until you can get them all right. Then practice reading the words until you can get 40 50 correct in 30 seconds.

mid	mig	miff	mip	lat	lan						
dat	dag	pud	pug	nuff	nup						
lin	lig	guff	gup	hap	han						
fam	fap	dif	dit	pic	piff						
rud	rup	fam	fac	suc	sup						
sud	sug	pog	fim	lup	hud						
muss	roff	baff	lon	tiss	pid						
diff	hig	san	mod	rom	siff						
fap	mid	hin	pud	run	dop						
Date											
Correct/Incorrect											

3

Unit Three

Unit 3 - Spelling Chain

Your teacher will tell you to spell some words with these letters. In each new word, you will have to make only one sound change.

t s n f l
r a m p e

Unit 3 - Tap-and-Say, Turtle Talk, and Correct Your Teacher

1. Tap and say each word.
2. Listen to your teacher say each word in Turtle Talk and translate it into People Talk.
3. Correct your teacher's reading.

fest

femp

frep

flast

flep

fent

Unit 3 - Say-and-Write

Say each word and write it 2 times. Remember to say each sound as you write it.

flep

frep

fent

flast

femp

fest

Unit 3 - Reading Chain

Read these words as well as you can. Only one sound changes as you go from word to word. Some of the words are nonsense words.

1. clop

7. blap

2. glop

8. bap

3. grop

9. bamp

4. frop

10. basp

5. brop

11. bast

6. blop

12. bant

Unit # - Letter/Sound Fluency Sheet 1

Practice saying these sounds until you can get 40 50 correct in 30 seconds.

b	e	z	v	w	y	j	k	z	b	e	y
v	w	k	j	b	v	e	w	k	z	y	j
z	k	j	b	y	v	w	e	b	k	e	y
j	z	w	v	w	e	v	b	j	k	y	z
k	j	y	w	v	z	b	e	k	j	w	v
y	e	b	z	j	y	z	k	w	e	v	b
e	w	v	y	b	j	k	z	v	w	z	j
y	e	k	b	z	y	k	j	b	v	e	w
y	b	e	z	k	j	y	w	v	b	z	e
Date											
Correct/Incorrect											

Unit # - Fluency Sheet 1

Practice reading these words until you can get them all right. Then practice reading the words until you can get 40/50 correct in 30 seconds.

mand	mant	ment	mest	stum	stim
kets	keps	neft	mef t	lisk	lask
cred	cren	drim	dram	rast	rost
lunt	lant	pred	pren	grap	grop
prud	prug	hamp	himp	frim	frit
fets	rets	clom	spoff	gaf t	zump
drup	hisp	smit	prug	toft	frig
vaps	fant	ruf t	nesk	crad	samp
flod	bist	grep	slud	swag	pent
Date					
Correct/Incorrect					

ip

ig

op

og

im

it

om

ot

ap

ag

um

ug

ac

ic

ut

uf

mid

mig

miff

mip

lat

lan

dat

dag

pud

pug

nuff

nup

lin

lig

guff

gup

hap

han

fam

fap

dif

dit

pic

piff

rud

rup

fam

fac

suc

sup

sud

sug

mand

mant

ment

mest

stum

stim

kets

keps

neft

meft

lisk

lask

cred

cren

drim

dram

rast

rost

lunt

lant

pred

pren

grad

grop

prud

prug

hamp

himp

frim

frit

fets

rets