

Instructions For Oral Blending - The Robot Game

In this game, students listen to words that have been separated orally into syllables or individual sounds. Students put the word back together again mentally, say it, and select the matching picture. This is strictly a listening game. You won't use written letters for this activity.

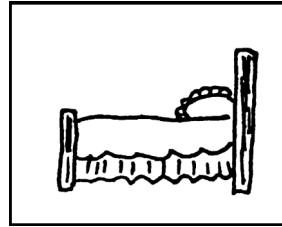
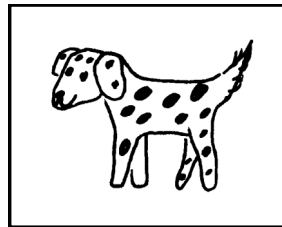
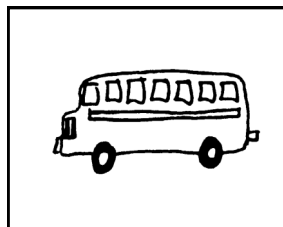
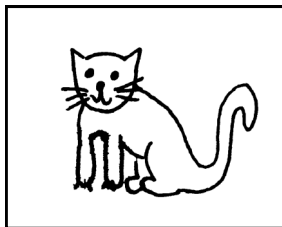
Do the compound words first, then the two-syllable words, then the one-syllable words with two sounds, then the one syllable words with three sounds. You can do one or more sets each day, but don't attempt to do every set at once. Be sure the student is comfortable with compound and two-syllable words before trying the one syllable words.

Set up: On a table, lay out about six to ten cards at a time from the selected set, in two rows. Ask the student to name each picture, to be sure the student is familiar with each item. Help to name any pictures that the student doesn't know. (With a group of students, place the cards in rows in a pocket chart, so that everyone can see.)

For compound words: Say the first part of the word, pause, then say the second part. "Dog.....house." Have the student find the correct picture, say the word (without the pause, doghouse), and put the card in a stack to the side. Continue until all the cards have been removed.

For two-syllable words: Say the first syllable, pause, then say the second syllable. "Po.....ny." Have the student find the correct picture, say the word (without the pause, pony), and put the card in a stack to the side. Continue until all the cards have been removed.

For one-syllable words with two or three sounds: Say each sound separately, with a pause between each sound. For example, w....e, i....n, c....a....t, b....u....s. Be sure each sound is completely separate. For example, for the word cat, say c....a....t. Don't say ca....t or c....at. Don't add *uh* to the consonant sounds, cuh....a....tuh. Have the student find the correct picture, say the word (without the pauses, cat), and put the card in a stack to the side. Continue until all the cards have been removed. Be sure to treat qu, sh, th, ck, ll, ss, zz, ff, and ch as single sounds, for example, qu....i....ll, ch....i....ck. Ignore silent letters.



Instructions For Segmenting - The Sound Game

Materials:

Use the picture cards from the oral blending exercise. This is basically the robot game in reverse. Be sure to play the robot game first so the student will be familiar with the process. In the robot game, the teacher says the words like a robot and the student finds the matching picture. In the sound game, the student sees a picture and says the word like a robot. The student will break the word into its separate parts. He will pronounce each part separately, with a pause in between. Then he will say the word again, and this time he will “say it fast.”

In the first card sets, each part of the word will be a syllable: mail-box, basket, po-ny. In the remaining card sets, each part of the word will be a single sound: b-ee, t-oe, i-n, c-a-t.

You’ll need two or three small objects to represent the individual parts of words. Colored cubes or teddy bear counters are available from school supply stores. If these are not available, you could use other items, such as buttons, dried beans, bottle caps, small erasers, etc. Small slips of paper about one inch square will work, too. If possible, each object should be a different color.

When you work with the compound words and the two-syllable words, use two of the cubes or other objects. Each cube represents a part of the word. When you work with the one-syllable, two-sound words, you will again use two cubes or objects. This time each cube will represent a single sound. When you work with one-syllable words with three sounds, use three objects.

I like to use a green cube for the first syllable or sound, and a red cube for the last syllable or sound. I remind the student that on a stoplight, green means go and red means stop. For the more advanced words with three sounds, I use a green, a yellow, and a red cube.

You won’t use written letters for this activity. This is strictly a sound game.

Set up for compound words, two-syllable words, and one-syllable words with two sounds:

Make a stack of the selected picture cards face down on the table.

Put the two small objects in a row on the table in front of the student.

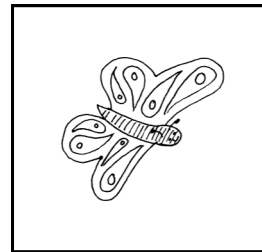
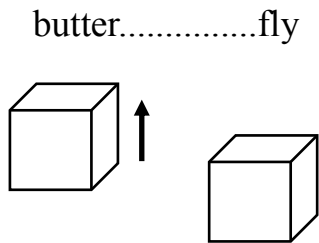
Set up for one-syllable words with three sounds:

Make a stack of the selected picture cards face down on the table.

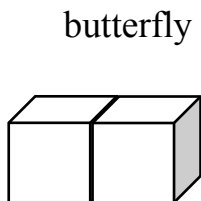
Put the three small objects in a row on the table in front of the student.

To do the activity for compound and two-syllable words:

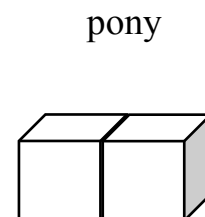
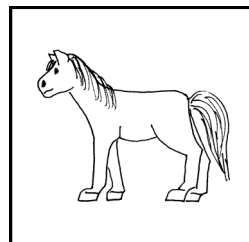
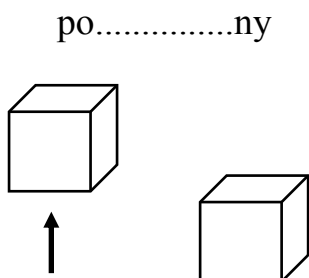
Place two cubes (or other tokens) on the table in front of each student. There should be one inch space between each cube. Turn over one picture card. Have the student look at the picture and say the word. Tell the student the word if he doesn't recognize the picture. Show the student how to break the word apart into separate parts. Say each part separately, with a short pause between the parts. "Butter...fly." As you say each part, push each cube backwards (about half an inch) going from left to right. Each cube represents a word part. Have the student repeat the process with the same word, pushing the cubes and saying the sounds. Keep modeling until the student can copy you. In a small group, all students should repeat. Be sure the parts of the word are completely separate, with a pause in between.



Then push the cubes together and say the word fast. Move your finger above the cubes from left to right as you pronounce the word. Have the student(s) repeat.



Set the first picture card aside, pick a new card, and repeat the process. Continue to model in the same way, and have the student repeat. The goal is for the student to pick a card, say the word, and separate it into its separate parts without help from you. Be sure to explain the meanings of any unfamiliar words.

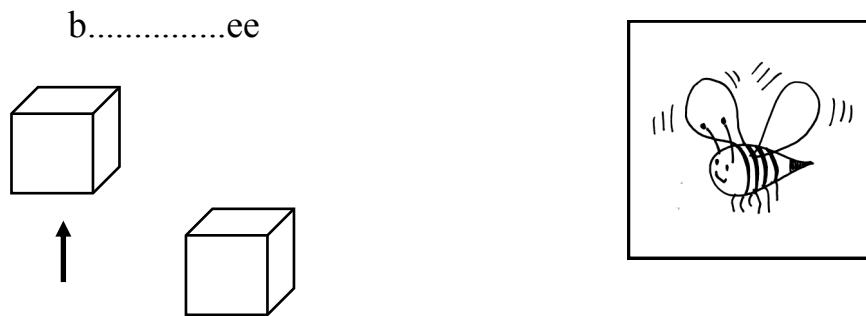


To do the activity for one-syllable words with two sounds:

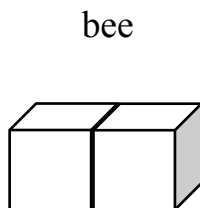
Turn over one picture card. Have the student look at the picture and say the word. Tell the student the word if he doesn't recognize the picture. Show the student how to break the word apart into separate sounds. Say each sound separately, with a short pause between the sounds. "B...ee." As you say each sound, push a cube forward about a half inch. Each cube represents a sound. Have the student repeat the process with the same word. Be sure the sounds are completely separate, with a pause in between.

Don't forget that sometimes two or three letters represent a single sound. For example, in the word *bee*, there are three letters but only two sounds. The two *ee*'s represent a single sound. In another example, the word *she* has three letters but only two sounds. The letters *sh* represent a single sound.

Set the first picture card aside, pick a new card, and repeat the process. The goal is for the student to pick a card, say the word, and break it apart into separate sounds without help from you. Be sure to explain the meanings of any unfamiliar words.

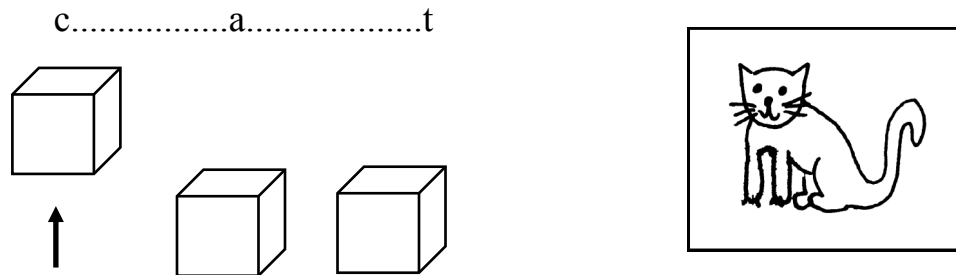


Then push the cubes together and say the word fast. Move your finger above the cubes from left to right as you pronounce the word. Have the student(s) repeat.

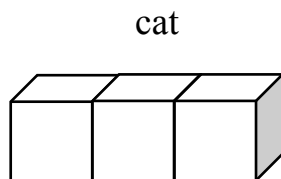


To do the activity for one-syllable words with three sounds:

Use three cubes. Turn over one picture card. Have the student look at the picture and say the word. Tell the student the word if he doesn't recognize the picture. Show the student how to break the word apart into separate sounds. Say each sound separately. "C....a....t." As you say each sound, push a cube forward about an inch. Each cube represents a sound. Have the student repeat the process with the same word. Be sure the sounds are completely separate. For example, cat should be c....a....t. It should not be ca....t. It should not be c....at. Set the first picture card aside, pick a new card, and repeat the process. The goal is for the student to pick a card, say the word, and separate it into separate sounds without help from you. Be sure to explain the meanings of any unfamiliar words.



Then push the cubes together and say the word fast. Move your finger above the cubes from left to right as you pronounce the word. Have the student(s) repeat.



Remember that sometimes two or more letters can represent a single sound. For example, the word *bath* has only three sounds, even though it has four letters. The letters *th* represent a single sound. In another example, the word *rain* has three sounds. The letters *ai* represent a single sound. It is not necessary for the student to understand this at this point. This explanation is so that you will be able to give the sounds correctly when modeling for the student.

As you show the student how to move the cubes and say the sounds, use sequence words to help the student identify the order of the sounds. "This is the first (or beginning) sound (or part), /c/. This is the second (or middle) sound, /a/. This is the third (or last) sound, /t/. It's not necessary to say this each time, but explain the concept enough for the student to internalize the positions for the beginning and ending sounds, and the first, second, and third sounds.