

Phonics

ROUTINE ROUTINE

2 4

Blending

Use Routine 2, sound-by-sound blending, and Routine 4, blending sentences, to have students blend the words and sentences. The complete sound-by-sound blending procedure is explained in Routine 2. The complete procedure for blending sentences is explained in Routine 4.

Line 1	it	sit	did
Line 2	in	tin	dim
Line 3	mint	miss	mist

Sentence 1 → Did Tim sit on the ant?

Sentence 2 → It is dim in the mist.

Lines 1–2 /i/ spelled i

Have students use the sound-by-sound blending procedure to blend each word on the word lines:

- For *it*, write the letter *i*, touch it, and have students say /i/.
- Write the letter *t*, touch *it*, and have students say /t/.
- Tell students to listen carefully as you blend the sounds /i/ and /t/ to make the word *it*.
- Repeat the procedure, this time having students say the sounds with you as you make the blending motion.
- Have students blend and say the word again. Listen carefully to make sure they are pronouncing the sounds smoothly.
- Have students say *it* naturally.
- Have a student use the word *it* in a sentence.
- Follow the same procedure for the remaining words on each word line.

If students are not familiar with the word *mint* on Line 3, explain that it can mean either “a flavor such as peppermint or spearmint” or “a place the U.S. government makes money.”



Teacher Tip

BLENDING Each day during blending, observe six or seven students. Identify students who have difficulty with blending, and provide them with additional help during Workshop.