

Objective: To increase skill in phoneme blending

Description: Student practices blending sounds to make words.

Materials:

List of words for blending  
2-3 scraps of paper or chips

### Intervention Procedure:

1. **Explain:** Tutor says to the student **“Today you are going to practice blending sounds to make words that will help you become a better reader. I’ll tap the paper (or chip) as I say each sound in the word. When I slide my finger under the paper (or chip), you will say the whole word.”**
2. **Model:** Tutor says to the student **“I’ll model how to blend the first two words. My turn.”** Tutor models for the students by tapping each paper (or chip) while saying the sounds and then sliding the finger under the paper (or chip) while saying the entire word. Tutor should model this at the beginning of each tutoring session.
3. **Practice:** Tutor says to the student: **“I’ll say the sounds in a word. When I signal, you say the word. Your turn.”** Tutor begins with the two words used during modeling phase and continues practicing with student. Tutor maintains a brisk pace with little pause between words.
4. **Correction:** Any time a student responds incorrectly, the tutor immediately says **“My turn,”** demonstrates the correct response, then says **“your turn”**. The student should correct the same word, back up two words and continue forward. (For example: **“My turn. /m/o/p. Your turn. /m/o/p/.”**)

### Progress Monitor:

1. Students should be progress monitored using DIBELS NWF (nonsense word fluency).