

# Activities to Practice Segmenting and Blending

The following activities should be done orally. You will need picture cards/photographs/objects for activities marked with an asterisk (\*). As the focus is aural, it is best to avoid picture cards with words printed on them.

ACTIVITY	APPLICATIONS	EXAMPLES
Matching*	rhyme	Which one rhymes with house?
	initial phoneme	Which one begins with the same sound as mud? (mouse, hat, pond)
	final phoneme	Which one ends with the same sound as mud? (hot, sad, dog)
Odd one out*	initial phoneme	Which one does not begin with /s/? (soap, sock, rope)
	final phoneme	Which one does not end with /s/? (toes, dog, mess)
Alike/Different	initial phoneme	Does soap begin with /s/ or /t/?
	final phoneme	Does soap end with /t/ or /p/?
	short sequence	Do the sounds /m/ /a/ /t/ make mat or make?
Identifying Segments / Chunks	initial segment/chunk	What is the first sound of shop? What is the first part of tiptoe?
	final segment/chunk	What is the last part of lunch? What is the last part of tiptoe?
Applying	initial phoneme/chunk	Tell me a word that begins with /s/. Tell me a word that begins with /sh/.
	final phoneme/chunk/rhyme	Tell me a word that ends with /s/. Tell me a word that ends with /ch/. Tell me a word that rhymes with /may/.
Counting	Syllables	How many parts are there in bike? How many beats can you hear in the word Monday? How many claps are in the word sausage?
Replacing Identities	initial phoneme	Say been. Say een. Which sound is gone? What do you get when you take the /b/ off ball?
	final phoneme	What do you get if you change the /t/ in mat to a /d/?



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