

# ABeCeDarian

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BLENDING/SEGMENTING WORK



FALL 2012

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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 chain 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/, *if*.**

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 the word in regular speech.

**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 *it*.**

**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.	brop
6.	ap	6.	zet	6.	blop
7.	op	7.	fet	7.	blap
8.	ot	8.	fem	8.	bap
9.	og	9.	fom	9.	bamp
10.	om	10.	gom	10.	basp
11.	im	11.	gam	11.	bast
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 continuant sound for about 1 second. The words should be pronounced for a longer duration than normal, but continu-

ously, 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.

### 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.**

The student reads each word. The teacher may wish to place a card under the word to help the student keep his place. The

## Directions

goal is for the student to be able to read the words without overtly sounding them out. At the beginning, however, the student will most likely need to tap-and-say most or all of the words. This is perfectly fine.

If the student makes several mistakes identifying letter/sounds or blending the sounds together, then repeat a chain in the subsequent lesson instead of proceeding to the next chain.

If the student does a tap-and-say on a word and says he can't figure out how to say the entire syllable, then say the syllable for him in Turtle Talk, have him say the word in regular speech, and then have him tap-and-say it.

For other mistakes, review the ABeCeDarian error correction techniques in the ABeCeDarian parent/tutor book or the ABeCeDarian Error Correction Guide ([www.abcdrp.com/supplements.asp](http://www.abcdrp.com/supplements.asp)), as well as on the ABeCeDarian channel on YouTube.

Many people like to do the reading chain using moveable letter tiles instead of having students read the sheet.

### Pacing

For most students it is advisable to overlap the Level A Blending/Segmenting work with work in Level B1, doing about 5 minutes of work with the Level A Blending/Segmenting activities each lesson before working for the remainder of the lesson in Level B1.

Proceed to the next unit when the student can read the reading chains with 1 or fewer errors per page and without overtly sounding out most of the words. It is not necessary to have your child read all of the chains in a unit if he can read them easily. If, however, the student continues to make more than one error or hesitates noticeably when reading the last chain, it is a good idea to continue cycling through the chains in subsequent lessons until he can read them easily. If the student does need additional practice, it is perfectly fine to construct

your own reading chains, especially if he is having difficulty remembering particular letter/sounds or is having difficulty blending certain combinations of sounds.

When constructing your own reading chains, there are several rules to follow:

1. Make only a single sound change from word to word. These can be substitutions (*bit* to *bat*), additions (*bet* to *best*), deletions (*camp* to *cap*), or reversals (*cats* to *cast*).
2. Make all the words one-syllable only. This means that it will have a single vowel letter, *a*, *e*, *i*, *o*, or *u*.
3. Make sure that each syllable you construct is a legal English syllable. The most likely problems will be to putting two consonants next to each other that never are adjacent in English words, or putting a single consonant at the end that doesn't go there. A good rule of thumb to determine this is to see if you can make a real English word by either adding a sound to the beginning of your syllable or switching the vowel. Thus *ift* is legal (*lift*, *sift*), but *itf* is not, and *vot* is legal (*vat*, *vet*) but *voj* is not.
4. You may use the consonant digraphs *sh*, *ch*, and *th*, but remember that they represent a single sound. So you can, for example, change *cat* to *cash*. If you use moveable letter tiles to conduct the reading chain, make sure that these digraphs are on a single card. In other words, don't put together an *s* card and an *h* card.

When reviewing the reading chains, the student need only review a single reading chain each day, although if he struggles at all, the teacher should have him read the chain three or four times spread out throughout the day.

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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

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

1. Tap-and-Say each word.
2. Listen to your teacher say the word in Turtle Talk.
3. Correct your teacher's reading.

if

it

ug

ap

og

af

## Unit 1 - Reading Chain 1

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 - Reading Chain 2

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. ad

7. un

2. af

8. um

3. ap

9. ut

4. ip

10. ot

5. op

11. it

6. up

12. ig

## Unit 1 - Reading Chain 3

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. ef

7. uf

2. ed

8. ud

3. ep

9. up

4. if

10. ug

5. id

11. og

6. ip

12. op

## Unit 1 - Reading Chain 4

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. am

7. ush

2. at

8. um

3. an

9. un

4. in

10. ug

5. ish

11. ut

6. ash

12. ot



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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

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## Unit 2 - Correct Your Teacher

1. Tap-and-Say each word.
2. Listen to your teacher say the word in Turtle Talk.
3. Correct your teacher's reading.

mop

fam

zat

fep

zet

fop

## Unit 2 - Reading Chain 1

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 - Reading Chain 2

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. rop

7. lip

2. rap

8. lid

3. rip

9. hid

4. rup

10. hud

5. lup

11. hug

6. lap

12. hag

## Unit 2 - Reading Chain 3

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. chap

7. wag

2. chat

8. nag

3. vat

9. nog

4. vit

10. nod

5. vig

11. pod

6. wig

12. cod

## Unit 2 - Reading Chain 4

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. rush

7. yam

2. rash

8. yap

3. ram

9. yup

4. rim

10. fup

5. him

11. fap

6. ham

12. fash



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# 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

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## Unit 3 - Correct Your Teacher

1. Tap-and-Say each word.
2. Listen to your teacher say the word in Turtle Talk.
3. Correct your teacher's reading.

fest

femp

frep

flast

flep

fent

## Unit 3 - Reading Chain 1

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 3 - Reading Chain 2

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. pinch

7. fast

2. punch

8. fist

3. punt

9. fit

4. runt

10. flit

5. rant

11. flat

6. rast

12. flap

## Unit 3 - Reading Chain 3

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. blot

7. crim

2. blog

8. cram

3. brog

9. clam

4. brag

10. slam

5. brig

11. slim

6. brim

12. slit

## Unit 3 - Reading Chain 4

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. shred

7. ram

2. gred

8. tam

3. grad

9. stam

4. frad

10. stim

5. fram

11. stip

6. gram

12. stop

## Unit 3 - Reading Chain 5

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. bet

7. fit

2. bent

8. fint

3. best

9. fist

4. bets

10. fest

5. bits

11. fets

6. bit

12. felts