HYPOTHESIS:

The explicit teaching of blending and segmenting strategies when reading two letter dependable rime units to grade 1 students improves the student's ability to read prose.

ABSTRACT

Year 1 students who were slow to achieve reading success were taught two letter dependable rime units in the aim of improving their reading accuracy and vocabulary. Pre-testing revealed that these students appeared to use little phonological knowledge when reading, so the teaching unit aimed to teach these students to use blending and segmenting strategies when reading.

The teaching goals of my teaching intervention sought to achieve the following learning and teaching goals:

- The teaching aimed to teach the students to identify, read and segment rime units in words.
- The teaching aimed to teach the students to identify, read and segment letter clusters in words into the onset.
- The teaching aimed to teach students to transfer word knowledge from one word into another (analogy) and be able to list and create new words using that rime.
- Students after each session were asked to articulate what they have learnt and what they will take to the next lesson. The language they used was modeled and may include Today I'm proud because I learnt…., Something that I found challenging was……, I will take away the new learning of ….. to tomorrow's lesson.

Post-test results revealed that the students who received the intervention were empowered with new knowledge and strategies and were able to apply these when reading words in isolation and in prose. Furthermore, the teaching indicated that those students who did not receive the intervention were also able to achieve reading success during this time. However it also revealed that their success was not as measured, particularly in the Rime Unit Reading Test. This project reveals that targeting reading behaviours through explicit teaching will assist students in reading and using blending and segmenting strategies. Therefore, explicit teaching helped the children to blend and segment unknown words and to read the rime units taught.

The educational implications for future teaching and learning include allowing students sufficient time, support and intervention to achieve reading success. Crevola & Hill (1997) Now that the intervention has concluded further monitoring needs to be maintained to ensure that the students involved continue to achieve reading success. By allowing the students a follow up activity subsequent to the intervention it would be interesting to note whether this made a difference to the students' ongoing literacy learning.

The implications for the students will be that they continue to use blending and segmenting strategies when reading and that they continue to be challenged in the classroom to learn new reading strategies.

INTRODUCTION

Many students at the grade 1 level have difficulty in segmenting and blending words. These students need explicit teaching in phonological awareness reading strategies so that they are equipped with the skills necessary to read and decode words independently. Students from an early age need to be taught reading strategies such as segmenting and blending and syllable tapping to aid them in the ability to identify sounds in words. This idea is supported by the work of many previous studies, which all argue that "phonological skill, and particularly phoneme awareness skills are strong predictors of reading ability." (Savagea & Stuartb, 2006) This is because phonological awareness is about knowledge of syllables, onset and rime and phonemes. This can only be done through explicit teaching that is targeted to their needs. The work of Fountas and Pinell (2001) explores this idea that students at risk need to be taught reading strategies. The work of Allen (1998), Gaskins (1988), Walton, Walton & Felton 2001) and (Savagea & Stuartb, 2006) discusses the idea that the rime unit approach is a popular and effective method for teaching vocabulary. (cited in Savagea & Stuartb, 2006)

The work of Cunningham, Erickson, Spadorica & Koppenhaver (1999) argues that decoding words is an essential role in the acquisition of acquiring automacy in reading new vocabulary. The study involved decoding words from an onset and rime perspective. This work is also supported by the studies of Treiman (1986) who argued that it was much easier to break words into an onset and rime rather than to segment them into individual phonemes. Through a series of studies and experiments, Trieman explored the idea of segmenting syllables into onsets and rimes. It was found that it is natural and easier for children to break words into onsets and rimes and that when they apply this new knowledge of rimes to unknown words they are reading by analogy. This supports my hypothesis that the explicit teaching of blending and segmenting strategies when reading two letter dependable rime units to grade 1 students improves the student's ability to read prose. The work of Savagea & Stuartb, in 2006 supports this view, with the argument "the evidence to date suggests that children can show transfer from previously-taught words to words sharing aspects of their pronunciation." (Savagea & Stuartb, 2006)

Pullen et al. (2005) explores the idea that "In numerous studies with diverse student populations, phonological awareness instruction significantly improved the students' reading skills, including word reading, phoneme blending and segmenting." (Pullen et al. 2005) In a study by Savage, Carless and Stuart (2003) an intervention took place to evaluate three different word level teaching interventions. It found that all the intervention groups showed an increase in phonological onset and rime skills, letter-sound knowledge and non-word reading skills. The study found that "the only reliable difference between the intervention groups was an advantage in phoneme blending for the rime-taught group." (cited in Savage & Carless, 2004)

This present study seeks to investigate the idea that teaching blending and segmenting strategies through two letter dependable rime units to students will improve their ability to read. There are eight children in my grade 1 class who are slow to achieve reading success. They have limited use of segmenting and blending strategies and are slow to learn new vocabulary such as high frequency words. Through assessment it is recognized that the students are operating at the Word level of the MLTOP model of reading. (J.Munro, 2006) I have identified that I need to increase the student's use of reading strategies to help them read prose and learn new vocabulary. I need to teach them segmenting and blending strategies so that when they come to unknown words they are able to use these strategies to decode the words. This case study will prove/ disprove the theory that: The explicit teaching of blending and segmenting strategies when reading two letter dependable rime units to grade 1 students improves the student's ability to read prose.

METHOD
Design:
This case study uses an OXO design, in which reading strategies such as blending and segmenting are taught and used to read words in isolation and in prose. The students learning and knowledge will be monitored prior, to, during and after the phonological awareness teaching process.

Participants:
Eight students in grade 1 were selected (6 male, 2 female) were chosen to participate in this case study from the same grade 1 classroom. These students were selected because they had experienced limited and slow achievement in the first year of school in Prep, and their reading text level ranged from 0- 3.

For the intervention 2 female students and 2 male students were selected for the explicit teaching of segmenting and blending strategies, whilst 4 male students were selected to participate in the control group. The purpose of the control group was to give myself a comparison group to measure students reading behaviour against as these students did not receive the intervention, thus clearly highlighting what may have happened had the other students not received the explicit teaching. All students selected for the case study are not undergoing assistance in the Reading Recovery program.

The reading behaviours prior to the intervention that the group exhibited in general were that all students had a tendency to continue to read when they made errors and did not understand that their reading did not make sense. Use of meaning cues and decoding strategies was very limited. Reading was stilted and unfluent with word- by-word reading. Students depended on initial sounds and letter clusters. Students used initial sounds and letter clusters to predict unknown words without looking at the rime unit of the word.

Intervention Group	Student A	Student B	Student C	Student D
Sex	Female	Female	Male	Male
Age	10-4-00	6-12-99	27-4-99	30-4-99
Background Information	Eldest Child E.S.L- Arrival to Australia in 2004. Quiet student who has grasped speaking English well. Speaks mandarin at home.	Eldest Child Some behavioural issues noted.	Middle Child Speech Impediment due to a nasty accident, dental work still to be completed.	Youngest Child

Control Group	Student E	Student F	Student G	Student H
Sex	Male	Male	Male	Male
Age	20-7-99	17-3-99	20-8-99	24-1-00
Background Information	Eldest Child Student has recently been diagnosed with Aspergers' Syndrome	Middle Child Younger Twin, premature birth.	Middle Child During Intervention I referred the parents to seek assistance from an optometrist and the	Youngest Child Parents undergoing a period of separation and during the intervention Divorce papers

				student is now wearing glasses to correct lazy eye muscles.	were served, which had an affect on the students emotional well-being. Student is participating in the Seasons program.

Materials:
Material uses in the intervention include the following:

Rime Unit Test (Munro J. (2006) In Literacy Intervention Strategies lecture notes
This test required the participant to read words in isolation and in columns. They were required to say one word at a time. The aim of the Rime unit test is to identify which two and three letter rime units the students are able to read
and to monitor the letter clusters/rime units that they were difficult.

Letter Identification Test (Marie Clay) This was used to observe if the student has a consistent or dominant way of identifying letters (by name, sound or by using a word) and to see whether the students have any initial sound confusions.

Sutherland Phonological Awareness Test (SPAT) (Roslyn Neilson 1995) This was used to observe students ability to count syllables, segmentation, blending, non- word reading and spelling and their ability to detect, identify, delete and produce rhyme, onset and final phoneme.

Text Level Set of Benchmarking Texts (1-28) A running record was taken on each child to determine their Instructional reading level where they are able to read unassisted for 90% of the time and to observe their reading behaviours.

Whiteboards and Whiteboard markers.

Workbooks

Flashcards using 10 target words for each rime unit per session.

Word Slides

5 Non-commercial stories- Written by myself using the target words for each rime unit.

PowerPoint presentation of rime units taught in the intervention for follow up after the assessment and teaching has been completed.

Procedure:

All eight students involved in the case study had the pre and post test administered individually within the classroom environment. Disruptions were kept to a minimum.

For the intervention sessions, the explicit teaching occurred in the classroom as part one of their two learning centres in the classroom for the Reading hour. (This took place instead of a Guided Reading session/ learning centre) It should be noted that there were disruptions to the learning as the intervention occurred within the confines of a working classroom.

The teaching sessions occurred over a three week period and involved 10 x 25 minute lessons. Over a two week period, 4 teaching lessons were held per week on Mondays, Tuesdays, Thursdays and Fridays (A day of rest occurred in between teaching of a new rime unit to the students.) Prior to lesson 1, I administered all pretests to the children individually. The timetable and timeframe for the lessons is shown in the table below.

Week 1: Administer Pre-test to children individually. **Week 2: Lessons 1,2,3,4, in small groups** **Week 3: Lessons 5,6,7,8 in small groups** **Week 4: Lessons 9, 10 in small group and administer Post-test to children individually.**

The Teaching sessions were based on Munro's Rime Unit Teaching Pathway.
Teaching was adapted so that each rime unit had two lessons, as it was discovered that the students needed more time on each rime unit to consolidate their skills and new knowledge.

Lessons 1,3,5,7,9

Activity	Description of the Activity	Time
Explicit Instruction	Inform the students on the focus for the day's task. Introduce rime unit.	**5 minutes**
Read word lists	Read each word selected for the rime unit with the students several times. Discuss the meaning of words to clarify that students understand what each word means. On a chart write these words and ask students Do you know any other …. words that make the … sound? Suggestions are added to the chart.	**5 minutes**
Segmenting/ Blending letter clusters	Students to read the words on flash cards by reading the words in segments. Break each word into onset and rime. Students are encouraged to slide their finger underneath the word as they say each onset and rime unit separately. E.g. tin is read t in Discuss that if you can read tin then you can read bin and if you can read bin then you can read… because they all have the "in" sound in them.	**5 minutes**
Writing Task	Students read each word and write them in their workbook. Underline the two letter dependable rime unit for each student.	**5 minutes**
Word Slides	Students move the letters and sounds from the rime unit and apply them to other words by using the words slides. On whiteboards write the words made in one column and the nonsense words made in another column.	**5 minutes**
Sentence Writing	Students to make up a sentence using the two letter dependable rime unit.	**5 minutes**
Reading Prose	Read to students a prose passage containing the new words.	**5 minutes**

	Afterwards students are to read the word list.	

Share Time	Students are asked to articulate what they have learnt and what they will take to the next lesson.
	Language Modeled could include:
	     Today I'm proud because l learnt….
	     Something that l found challenging was……
	     I will take away the new learning of ….. to tomorrow's lesson.
		5 minutes

Lessons 2,4,6,8,10

Activity	Description of the Activity	Time
Explicit Instruction	Inform the students on the focus for the day's task. Revise two letter dependable rime unit.	**2 minutes**
Read word lists	Read each word selected for the rime unit with the students several times. Add any other words suggested by the students onto the chart and display for use in the classroom.	**2 minutes**
Blending letter clusters	Students to read the words on flash cards by reading the words in segments. Break each word into onset and rime. Students are encouraged to slide their finger underneath the word as they say each onset and rime unit separately. E.g. tin is read t in Discuss that if you can read tin then you can read bin and if you can read bin then you can read… because they all have the "in" sound in them.	**3 minutes**
Word Game	Play word games such as memory, snap and go fish with the students.	**4-5 minutes**
Word Slides	Students move the letters and sounds from the rime unit and apply them to other words by using the words slides. On whiteboards write the words made in one column and the nonsense words made in another column.	**3 minutes**
Sentence Writing	Students to write a sentence using several of the two letter dependable rime units.	**4 minutes**
Reading Prose	Shared reading of the prose passage containing the two letter dependable rime unit words. Afterwards students are to read the word list. Note if they are able to successfully read the words and what strategies they use.	**4 minutes**

Share Time	Students are asked to articulate what they have learnt and what they will take to the next lesson.
	Language Modeled could include:
	     Today I'm proud because l learnt….
	     Something that l found challenging was……
	     I will take away the new learning of ….. to tomorrow's lesson.
		4 minutes

RESULTS:

Student	Student A		Student B		Student C		Student D	
Date of Birth								
Age								
Assessment	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Clay Letter Id	49	54	53	54	42	54	54	54
Running record	1	3	0	2	2	3	0	4
SPAT								
Syllabic & Subsyllabic Level Part A /16	7/16	9/16	9/16	11/16	7/16	9/16	6/16	15/16
Phonemic Level (CVC) Part B /16	2/16	4/16	6/16	8/16	10/16	13/16	9/16	13/16
Phonemic Level (Blends) Part C /12	0/12	5/12	0/12	2/12	5/12	7/12	4/12	7/12
Grapheme-Phonemic Correspondences Part D / 14	0/14	1/14	1/14	2/14	1/14	2/14	2/14	5/14
Rime Unit Test (List of words read correctly)	can,day	bin,pin, can,man, saw, cab, tab,day	Bin, can, day, bug, fat,	Bin,pin can,man day,say bug, fat, cap, not	Pin, can, hot	Pin,bin, can,man Day,say Saw, cab, tab	pin,can, hot,not hop,zip hit	Bin,pin, can,man day, say saw, hot, not, pat, tap, hot, top zip hit, pit

Student	Student E		Student F		Student G		Student H	
Date of Birth								
Age								
Assessment	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Clay Letter Id	54	54	53	54	54	54	45	54
Running record Instructional Text level	0	3	2	8	2	6	0	0
SPAT								
Syllabic & Subsyllabic Level Part A /16	11/16	12/16	12/16	13/16	9/16	9/16	13/16	13/16
Phonemic Level	9/16	11/16	13/16	13/16	14/16	14/16	7/16	6/16

(CVC) Part B /16								
Phonemic Level (Blends) Part C /12	**1/12**	**3/12**	**5/12**	**6/12**	**0/12**	**4/12**	**0/12**	**1/12**
Grapheme-Phonemic Correspondences Part D / 14	**1/14**	**2/14**	**5/14**	**6/14**	**3/14**	**3/14**	**2/14**	**1/14**
Rime Unit Test (List of words read correctly)	**bin, pin, can,man, day,say saw, paw cab, tab hot,not, hit, pit**	**bin, pin, can,man, day,say saw, paw cab, tab hot,not, zip, hit, pit**	**Bin, pin, can man,day, saw,hot, not,**	**bin, pin, can man,day, saw,hot, not, top**	**Bin, can, hot, not, top**	**Bin, can, hot, not, top**		

Trends for the group indicated that most students made progress within the 3-5 week period it took to complete the assessment and intervention program. However, it clearly shows that the children who received the intervention made more progress than the control group. This can clearly be shown in the progress made in the assessment of the SPAT and the students running records as well as their reading of rime units in the Rime Unit Test.

The learning trend for Student A showed that new learning occurred in the Phonemic Level of Blends and that they were able to apply this new knowledge when reading. The student was able to learn more letters and the sounds letters make during the intervention time. Post testing also showed that the student was reading at a higher text level than prior to the teaching tasks. The Rime unit test also revealed that after receiving the intervention the student was able to read the rime units targeted in isolation when the test was administered when prior to this they could not. The learning trend for this student supports my hypothesis.

The learning trend for Student B showed that new learning could be seen in the SPAT assessment was made in the Syllabic & Subsyllabic, Phonemic Level (CVC) and Phonemic Level (Blends) The student made steady progress in prose reading texts, gaining in two text levels. The learning trend for this student is able to support my hypothesis. Administering the Rime unit test also revealed the student was able to read and apply these two letter dependable rimes after the intervention had occurred.

The learning trend for Student C showed that new learning was greatest in the Clay Letter ID. assessment. The student also had new learning in the Syllabic & Subsyllabic, Phonemic Level (CVC) and Phonemic Level (Blends) The student made steady progress in prose reading texts, gaining in one text level. The Rime unit test also revealed that after receiving the intervention the student was able to read the rime units targeted in isolation when the test was administered when prior to this they could not. Student C had some difficulty in articulating what they were learning and what skills they would take to the next lesson as they became confused at times. The learning trend for this student is able to support my hypothesis.

The learning trend for Student D showed considerable progress in the Syllabic & Subsyllabic Level of the SPAT. Post testing also showed that the student was reading at a higher text level than prior to the

teaching tasks with movement of up to four text levels. Administering the Rime unit test also revealed the student was able to read and apply these two letter dependable rimes after the intervention had occurred. The learning trend for this student supports my hypothesis.

Trends for the group indicated that all students targeted in the explicit teaching group were able to make progress. Students who participated in the control group appear to have continued to make progress, however, their progress does not appear to be as rapid. It has therefore been proven that the explicit teaching of blending and segmenting strategies when reading two letter dependable rime units to grade 1 students improves the student's ability to read prose.

DISCUSSION

The explicit teaching of blending and segmenting strategies when reading two letter dependable rime units to grade 1 students improves the student's ability to read prose. Students who do not receive explicit teaching in segmenting and blending are still able to make natural progress in reading however their progress may not be as rapidly measured. It raises the theory of Crevola and Hill (1997) who believe that given enough time, support and explicit teaching all students should achieve reading success.

Although the students in question in this case study did not receive the explicit teaching through an intervention, they were allowed the time to naturally progress in their reading ability. Some students given that time achieved reading success, whilst others did not. It is these children that will need a reading intervention designed for their learning needs.

A point for discussion needs to be questioned in that had the students received the intervention outside the distracting confines of the classroom, what would their progress have been? Do the distractions and interruptions that occurred during the teaching of the intervention have an impact on student's new learning and if so what is it?

During the first lesson l noticed that the intervention teaching group needed more time to practice the skills taught and that they needed to have a follow up lesson to consolidate these newly found skills. Therefore instead of targeting a rime per lesson, I changed my method of teaching and targeted 5 rime units with per lessons being held per rime unit. This appeared to work much better for the students involved. I also incorporated a follow up PowerPoint session to aide students in automising the rime unit words taught.

Future learning will include a possible intervention for the control group to teach them segmenting and blending skills. It would also be valuable to use this teaching model implemented and to continue to apply and target two letter dependable rime units for explicit teaching to the whole grade. This could be incorporated into a regular reading learning centre within the context of a text read for students these students. This is supported by the work of Ayres, (1998) who suggested that explicit teaching of phonological awareness was more effective if the children could participate in classroom reading experiences and stories and that it was linked with the classroom learning content. (cited in O'Shaughnessy, T & Swanson, H. 2000)

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Websites:

RIME UNIT REINFORCEMENT TEACHING PROCEDURE

1. Each student completed the rime unit test and the rime units were selected from this. The rime units that were selected were those that were preferably two letter dependable rimes and one that the majority of the students did not know.
2. Using John Munro's Rime Units list of three, four and five letter words, l selected ten words to focus on in each lesson. These words would form the basis for word games, word and sentence level activities and the rime unit words to be placed into a prose passage.
3. At the beginning of each lesson, inform the students of the days focus and include on the follow up session any revision necessary.
4. Using a selected list of words using the rime unit to be taught, read the words to the students. Discuss their meanings and read the words several times. Students to contribute their suggestions on other words that make the rime unit sound.
5. Segmenting and Blending task. Using words on flashcards segmented into onset and rime, students to read the words saying the onset and then the rime. Students are shown how to slide their fingers underneath the word when blending sounds together. An example of the flashcard is shown below.

b	in

6. Discuss with students that if you can read bin then you can read tin and if you can read tin then you can read… because they all have the "in" sound in them.
7. In work books, students are encouraged to write the rime unit words in their workbooks. Students underline with highlighters the onset and rime unit in different colours.
8. Students apply their new knowledge by using word slides. Students to ask themselves does this word make sense? Students to write on whiteboards words that make sense in one column and words that are nonsense in another.
9. Students to verbalize a sentence using the two letter dependable rime unit. Students to write the parts that they can whilst the teacher assists with the tricky parts (Language Experience Model)
10. Introduce Prose reading passage, and read to the students. Students to underline the two letter rime unit targeted in the explicit teaching.
11. Students are asked to articulate and share their new learning. Students are asked to articulate what they have learnt and what they will take to the next lesson. The language they are to use is modeled and may include Today I'm proud because l learnt…., Something that l found challenging was……, I will take away the new learning of ….. to tomorrow's lesson.
12. Repeat the above teaching strategies for the follow up lesson, including word games such as memory, snap and go fish with the students.
13. In place of reading the prose passage to the student, students now share in the reading of the short prose passage targeting the two letter dependable rime unit.
14. A Follow up procedure after the intervention included the students to participate in a regular once a week computer task using Microsoft PowerPoint so that the student was able to practice their new learning and these new words were able to be read easily and automatically.

Appendix 2:

Dependable Rime units to be taught and a list of the words to be targeted during teaching:

In	an	Ay	aw	ab
Bin	ban	bay	law	cab
fin	can	day	paw	dab
pin	Dan	lay	raw	lab
tin	fan	pay	saw	tab
win	man	way	jaw	fab
chin	pan	clay	claw	blab
grin	ran	pray	draw	crab
shin	tan	play	flaw	drab
spin	plan	stay	thaw	grab
thin	than	spray	straw	slab

Appendix 3

In words for flashcards and memory

bin	**fin**
pin	**tin**
win	**chin**
grin	**shin**
spin	**thin**

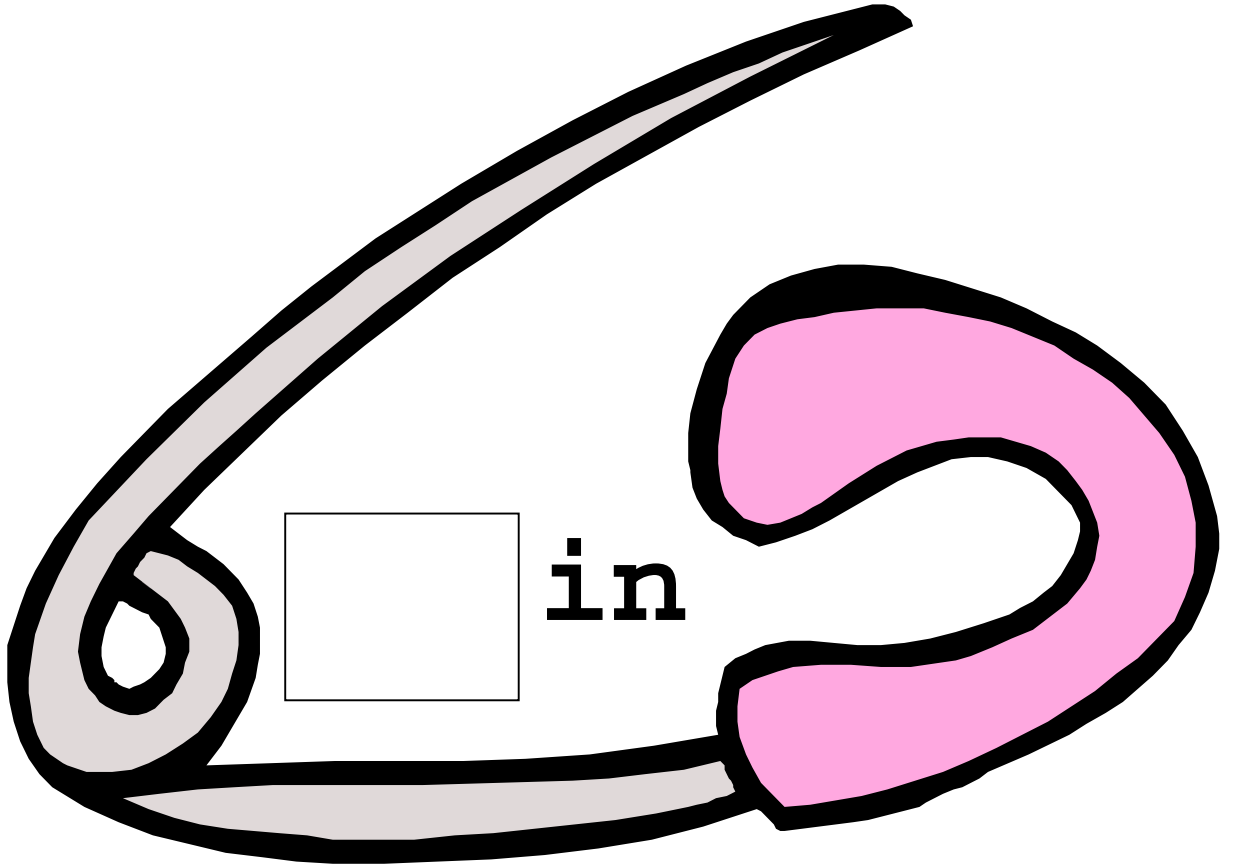|			
b	in	p	in
w	in	gr	in
sp	in	f	in
ch	in	t	in
th	in	sh	in

b

ch

f

gr

k

p

tw

w

[ ] in

-in Family Word Slide
(Sound Blending)

Print on card and laminate for durability. Slit
the top and bottom of the box on the left for
the onset slide. Model proper use for students:
blending the onset and rhyme to form and say
new words.

Example: /p/ /in/   pin

Modified for classroom use from the website:

One day Greg hit his shin when he stepped on a pin. He thought and scratched his very thin chin. I bet if I can throw this pin in the bin I could win!

He took a step and then a spin and threw the pin into the bin. It landed on an old tin in the bin.

Yes! I win! Greg shouted with a grin.

an words for flashcards and memory games.

ban	pan
can	ran
Dan	tan
fan	plan
man	than

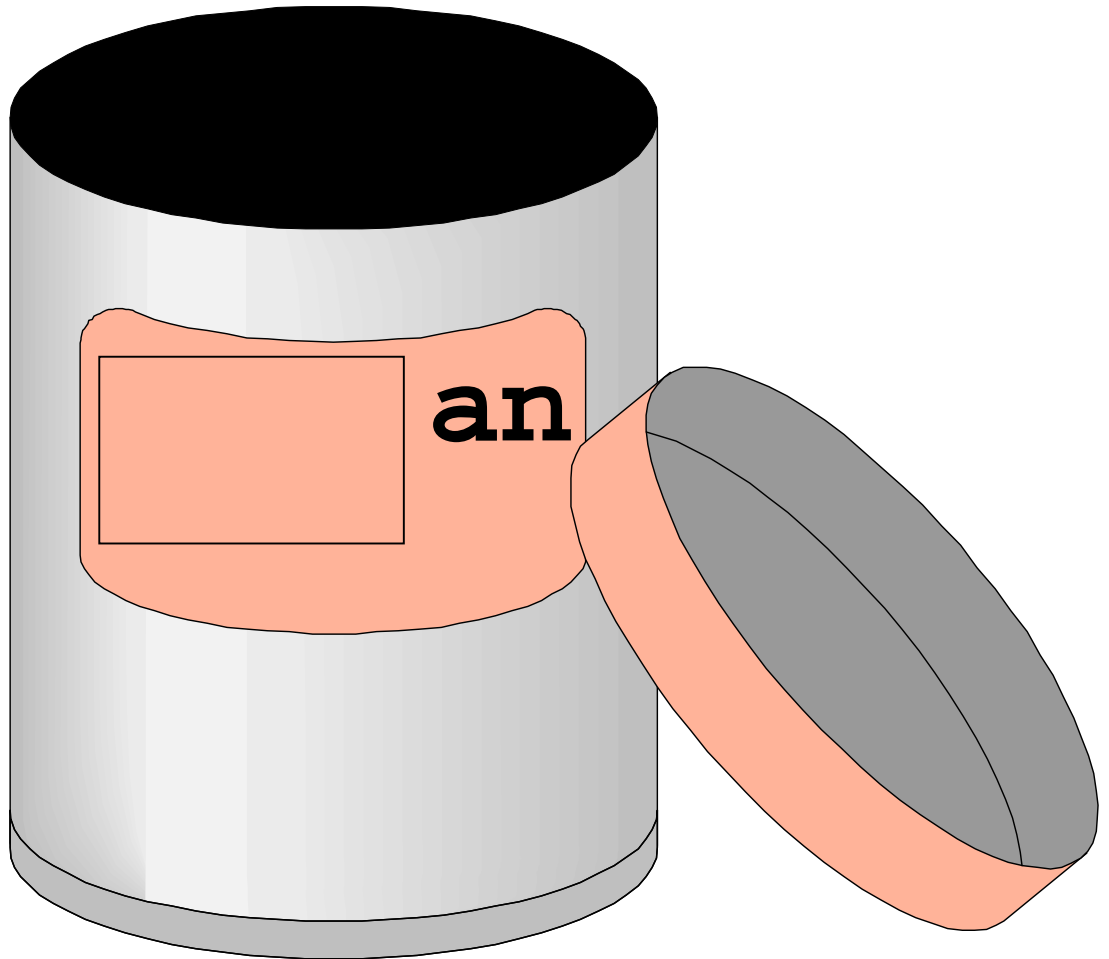|			
b	an	f	an
c	an	pl	an
r	an	m	an
D	an	f	an
t	an	th	an

b
br
c
f
m
p
pl
r
t
v

an

-an Family Word Slide
(Sound Blending)

Print on card and laminate for durability. Slit the top and bottom of the box on the left for the onset slide. Model proper use for students: blending the onset and rhyme to form and say new words.

Example: /c/ /an/   can

Modified for classroom use from the website:

Dan was an old man who had a plan. He ran to the shops to buy a pan. Dan made a chocolate cake to eat. It got very hot so Dan turned on the fan.

Aah! he said. That is much better than before! I can feel the cool air now! Dan cooked his cake until it was a nice tan colour. It was a nice treat.

Dan was a good cook, no one would ban the old man from cooking a chocolate cake!

ay words for flashcards and memory games.

bay	way
day	clay
lay	play
pay	stay
pray	spray

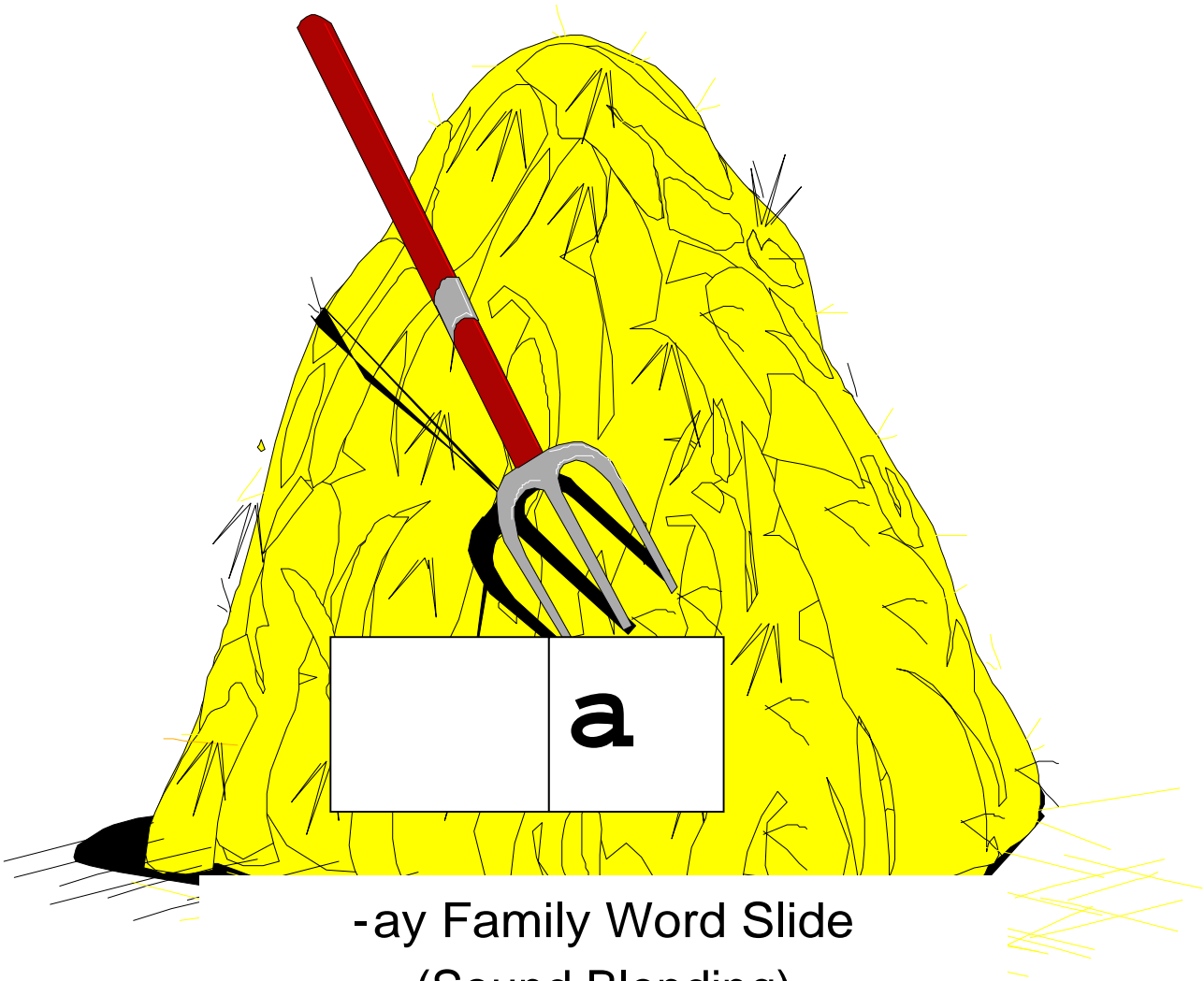|			
b	ay	pl	ay
w	ay	p	ay
d	ay	st	ay
cl	ay	pr	ay
l	ay	spr	ay

b
c l
d
h
g r
l
m
p l
s

a

-ay Family Word Slide
(Sound Blending)

Print on card and laminate for durability. Slit
the top and bottom of the box on the left for
the onset slide. Model proper use for students:
blending the onset and rhyme to form and say
new words.

Example: /h/ /ay/   hay

Modified for classroom use from the website:

One day Greg went for a holiday to the bay. He went to play at the beach. He had a rest and lay on a towel in the sun away from the spray of the water. He wanted to stay there all day.

He did not know the way home so he went and found a taxi to drive him home. He had to pay. He got out of the car in the dark and stepped into some clay. He was so tired that night he even forgot to pray.

aw words for flashcards and memory games.

law	saw
draw	jaw
flaw	raw
thaw	paw
straw	claw

l	aw	r	aw
s	aw	p	aw
dr	aw	th	aw
j	aw	cl	aw
fl	aw	str	aw

Dan was a man with a flaw. One day he saw a dog with a great big paw. It jumped up at him and hit him in the jaw.

Ouch! he cried falling into some soft straw. His face felt scratched and raw. Dan thought he would like to draw the great big dog with the big claw but he didn t have time. Dan was running from the law. Could he wait until it would all thaw over?

ab words for flashcards and memory games.

cab	fab
lab	tab
dab	drab
slab	blab
crab	grab

fab	drab
cab	slab
lab	blab
tab	crab
dab	grab

bl

c

cr

fl

g

gr

l

t

TAXI

ab

-ab Family Word Slide
(Sound Blending)

Print on card, and laminate. Slit the top and bottom of the box on the left for the onset slide. Model proper use for students: blending the onset and rhyme to form and say new words.

Example: /c/ /ab/   cab

Modified for classroom use from the website cherry

Dan was a cab driver. He was an old crab who liked to grab and drink a slab of coke every week. He would often spill his drink on his clothes. It made them look drab. Dan had to dab at his clothes to keep them looking fab. Sometimes he would take them to a lab to get cleaned. He had a tab there he often used to blab to his passengers.