



Lisa M. Phillips, M.S. CCC/SLP
1048 Lancaster Street, Leominster, MA 01453
Telephone (401) 465-3004 • www.phillipsspeechtherapy.com

Segmenting and Blending Syllables

Research supports that blending and segmentation are two critical skills to be taught (IDEA 2007) within a language and reading program to improve a student's comprehension of material. The below activity aims to assist the student in developing these skills.

Remember ...

When articulating a letter that is italicized (e.g. *t*), be sure to produce it by the sound that it makes rather than saying its letter name ("tee") or adding a vowel to it ("ta").

Segmenting Syllables

Tap out the parts or syllables in the word(s):

Vacation (3)

Television (4)

Cereal (3)

Refrigerator (5)

Kindergarten (4)

Tyrannosaurus (5)

Blending Syllables

Does t – ow – n say *down* or ***town***?

Does c – oa – t say ***coat*** or *town*?

Does de – ter – gent say *deterrent* or ***detergent***?

Does con – grat – u – la – tions say ***congratulations*** or *graduations*?

Does to – ma – to say ***tomato*** or *tornado*?

Segmenting Sounds in Words

Does this word end with a *k* sound?

Pack

Jug

Could

Gone

Rock

Tan

Manipulating Sounds

Say *tail*. Now say *tail* without the beginning sound. (*ail*)

Say *ap*. Now add an *s* sound to the beginning of *ap*. (*sap*)

Adapted from Schreiber, et. al. Working Out with Phonological Awareness, 2000.