

Robbie the Robot

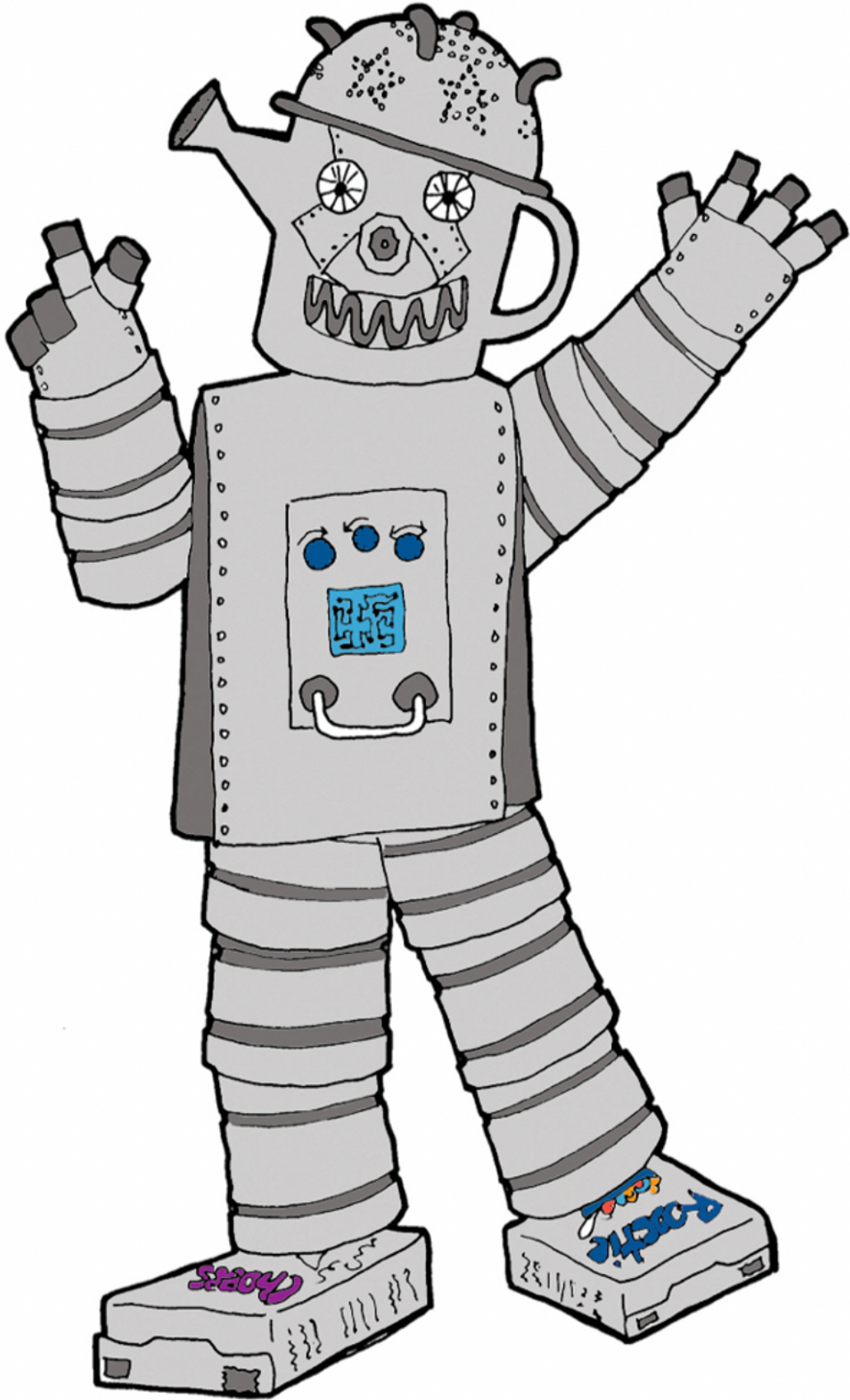
Introducing Blending and Segmenting

The scripted lessons in this packet provide the teacher with a simple, fun method of teaching students the most important phonological skills: phoneme blending and segmenting. The lessons are scripted to demonstrate the direct instruction method of teaching the skills. This method is used to ensure that the presentation of skills is clear and explicit and that each student has an opportunity to master each skill. The use of a picture of a robot as a vehicle for initial instruction was advocated by Torgesen and Bryant (1994). Kids love this approach, and it can seem like a game.

This sequence of lessons uses a picture of a robot (see page 2) as a stimulus for explaining the concepts of blending and segmenting. The premise is that communicating with Robbie the Robot requires the student to blend and segment. Robbie can only say words one sound at a time, which requires students to blend sounds to figure out what he said. He can also only "understand" words when the student says them one sound at a time, which requires the child to segment sounds. For young children, this explanation of blending and segmenting tends to be very accessible.

Instructional groups of 3 to 6 students are recommended. However, these lessons can also be implemented individually or with a large group. The instructor should ensure that each student has sufficient practice to master skills during each lesson. Additional practice with peers may promote skills mastery as well. Each lesson should last approximately 15-20 minutes, depending on group size and skill level. Lessons can be repeated as often as needed until skills are mastered.

Throughout each lesson script, the instructor's directions for what to say are in bold type. Directions for what to do are in parentheses. The expected student responses are in italics. Pacing of lessons should be quick but should allow sufficient time for each student to practice and master skills. Instruction may vary from the script, but each component of the script should be included.



Script for Lesson #1

Instructor: (Advance Organizer) **Today, we are going to learn how to work with sounds in some special ways. You will learn how to put sounds together to make words. You will also learn how to take apart a word and say it sound by sound. Learning these things can help you become a good reader.**

Is everybody ready to learn some special things about sounds?

Students: (*affirmative response*)

Instructor: **Good! Let's get started.**

The first thing we need to do is meet a new friend who will be helping us learn more about sounds. (Show students the picture of Robbie the Robot.)
Everybody, say hello to Robbie the Robot!

Students: *Hello, Robbie!*

Instructor: (Look at Robbie as if you are waiting for a response and then realize your "mistake.") **Uh oh! I forgot to tell you something. Robbie can't understand us when we talk like we usually do. He can only say or understand words one sound at a time. If we want to say "Hello, Robbie," we must say it one sound at a time so that he can understand us.**

Listen, I'll show you how. H-e-ll-o, R-o-bb-ie.
(In a Robbie-the-Robot voice, respond) **H-e-ll-o!**

Now let's all say "Hello" to Robbie again, but this time let's say it sound by sound.

Instructor & Students: **H-e-ll-o, R-o-bb-ie!** (prompt students who are having difficulty segmenting the sounds)

Instructor: (In a Robbie-the-Robot voice, respond) **H-e-ll-o!**

That was much better. That time Robbie understood what we were saying.

Sometimes, it's hard to tell where to break a word apart to say it sound by sound, but we will be getting much better at it in the next few days.

Now, Robbie will say some words to you. Remember that he will say the words sound by sound. I want you to tell me what words he says. Are you ready to listen very carefully?

Students: (*affirmative response*)

Instructor: **Good. Let's get started. Listen to the sounds Robbie says, then say the whole word.**

(Say each segmented word—across each row—in a Robbie voice and wait for students to blend the phonemes and say the whole word. Provide specific praise and corrective feedback as needed. Be sure that each student says each word correctly before moving on to the next word.)

a-t	i-f	g-o	t-o	ou-t	o-n
s-u-n	f-a-n	v-e-t	m-o-p	s-a-t	r-o-b

Terrific job! You figured out every word that Robbie said. Now, let's say some words sound by sound so that Robbie can understand what we are saying. Are you ready to say some words sound by sound?

Students: *(affirmative response)*

Instructor: **Good! Let's get started. I'll tell you the word and you say it sound by sound so that Robbie can understand.**

(Say each word and direct students to say the word sound by sound. Provide specific praise and corrective feedback as needed. Ensure that each student is able to segment each word correctly before moving on to the next word. When you detect an error, use the model, lead, test, retest procedure.)

at	if	go	to	out	on
sun	fin	vet	mop	sat	rob

That was terrific! Robbie could understand every one of those words when you said them sound by sound.

Let's review what we've learned. I'll call on you one at a time to blend some sounds together to make a word. (Ask individual students to blend the following words.)

s-o	r-u-n	l-i-p	s-a-t	f-i-n	m-u-d
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Now, I'll call on you one at a time to say a word sound by sound. (Ask individual students to segment the following words.)

fun	hop	rat	sip	fat	rub
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That was terrific! Robbie could understand every one of those words when you said them sound by sound.

Script for Lesson #2

Instructor: **Today, we are going to practice blending sounds together and taking them apart just like we did before. Remember, when we speak to Robbie the Robot, we must say the words sound by sound. When Robbie speaks to us, he'll say the words sound by sound and we need to blend them together to get words that we can understand. We'll start by saying some of the same words that we said last time. Is everybody ready?**

Students: *(affirmative response)*

Instructor: **Good. Let's get started. Listen to the sounds that Robbie will say and tell me what words they make.**

(Say each segmented word in a Robbie voice and wait for students to blend the phonemes and to say the whole word. Provide praise and corrective feedback as needed. Use the model, lead, test, retest procedure as needed.)

a-t	i-f	s-o	l-ow	ar-t	o-ff
s-u-n	f-a-n	v-e-t	m-o-p	r-a-t	n-o-d
m-a-d	f-u-n	s-a-t	r-a-p	w-i-n	m-u-d

Terrific job! You remembered how to figure out words that Robbie says. You even figured out some longer words. Now, let's practice saying some words sound by sound so that Robbie can understand what we are saying. Are you ready to say the words sound by sound?

Students: *(affirmative response)*

Instructor: **Good! Let's get started. Remember, I'll tell you the word and you say it sound by sound so that Robbie can understand.**

(Say each word and direct students to say the word sound by sound. Provide praise and corrective feedback as needed. Ensure that each student is able to segment each word correctly before moving on to the next word.)

it	be	go	up	out	on
sip	fin	met	top	fat	rob
had	wet	cut	zap	kit	pup

That was terrific! Robbie could understand every one of those words when you said them sound by sound. You're getting really good at saying words sound by sound and blending sounds together to make a word.

Script for Lesson #3

Instructor: **Last time, we practiced saying words sound by sound and blending sounds together to make a word. Let's review. See if you can figure out what word Robbie is saying:**

m-a-p

l-ea-p

r-o-ck

Instructor: **Great! Now, I'll tell you the word and you say it sound by sound so that Robbie can understand.**

leg

run

sheep

Instructor: **Now we're going to practice saying words sound by sound and blending sounds together using some longer words. Do you think you can figure out some long words?**

Students: *(affirmative response)*

Instructor: **Good. Let's get started. First Robbie will say a longer word for you to figure out. Listen and blend the sounds together: f-a-s-t**

Boy, that was tough work! It's hard to remember all of those sounds. The best way to remember is to blend the parts together as you go. I'll show you.

For example, when I heard Robbie say "f-a-s-t," I started blending sounds together in my head right away. He said "f-ă," and right away in my head I said "ffăăă." Then when Robbie said the "s" sound, I added it to the "ffăăăsss" in my head and I got "fas." When he said the "t" sound, it was easy for me to add it to "fas" to get "fast".

Let's try some more... (practice successive blending for each word, as needed)

f-l-a-g

s-l-ee-p

l-i-f-t

s-t-i-ck

m-a-s-k

s-m-o-ke

s-n-a-ke

l-o-s-t

f-r-o-g

Instructor: **Great! Now, I'll tell you the word and you say it sound by sound so that Robbie can understand.**

slip

plane

toast

crab

fist

belt

That was terrific! Robbie could understand every one of those words when you said them sound by sound. You're getting really good at working with longer words.

Script for Lesson #4

Instructor: **So far, we've practice saying words sound by sound and blending sounds together to make a word. We've done this with words with two sounds, three sounds, and four sounds. Let's review. See if you can figure out what word Robbie is saying:**

s-ee

m-a-p

f-r-o-g

Instructor: **Great! Now, I'll tell you the word and you say it sound by sound so that Robbie can understand.**

tag

sun

stop

Instructor: **Let's try another long word: t-ea-ch-er. When I heard Robbie say "t-ea," I started blending sounds together in my head right away to get "tea." Then when Robbie said the "ch" sound, I added it to the "tea" in my head and I got "teach." When he said the "er" sound, it was easy for me to add it to "teach" to get "teacher".**

Let's try some more long words and see if you can blend the sounds together in your head as we go. Listen.

p-o-ck-e-t

What word? (Wait for student responses.) Did you blend the sounds together in your head? Did you say "pō," and then "pock," and then "pocket?" Good! Let's try some more.

h-a-pp-y
m-o-th-er

f-ar-m-er
v-o-t-e-d

b-u-nn-y
p-i-c-n-i-c

You're doing a terrific job blending sounds together. Now let's see if you can say some long words sound by sound so that Robbie can understand them. Listen.

(Say each word and direct students to say the word sound by sound. Provide specific praise and corrective feedback as needed. Ensure that each student is able to segment each word correctly before moving on to the next word.)

paper
marker

shopper
robot

sleepy
corner

You've done a terrific job blending and taking apart some long words.

Script for Lesson #5

Instructor: **Today, we'll start by saying some of the same words we've practiced before. Listen to the sounds that Robbie will say and tell me what words they make.**

a-t	i-f	v-e-t	m-o-p	s-a-t	r-o-b
f-a-s-t	s-l-i-p	s-n-a-ke	l-o-s-t	f-r-o-g	m-a-s-k

Terrific job! You remembered how to figure out words that Robbie says. Now, let's say some words sound by sound. Remember, I'll tell you the word and you say it sound by sound so that Robbie can understand.

(Say each word and direct students to say the word sound by sound. Provide praise and corrective feedback as needed. Ensure that each student is able to segment each word correctly before moving on to the next word.)

it	he	bat	run	cut	top
sharp	toast	stop	plane	flag	mask

That was terrific! Robbie could understand every one of those words when you said them sound by sound.

Let's try some longer words. Remember to blend the sounds together in your head as Robbie says them.

r-a-d-i-o	s-w-ea-t-er	f-i-n-i-sh	w-i-n-d-ow
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Wow! You did a great job blending all those sounds together to make words. Did you remember to blend the sounds together in your head?

Students: *(affirmative response)*

Instructor: **Good! Now I will give each of you some words to say to Robbie sound by sound. Remember to break the words apart and say only one sound at a time.** (Say each word and direct individual students to say the word sound by sound. Provide specific praise and corrective feedback as needed.)

doctor	basket	spider	purple
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That was terrific! Robbie could understand every one of those words when you said them sound by sound.

Now I want you to talk with Robbie. You'll need to listen carefully to him and blend the sounds he says to make words. Remember that when you talk to him, you must say each word sound by sound so that he can understand you. Are you ready?

Students: *(affirmative response)*

Instructor: **Good!** (In a “Robbie” voice, ask each student questions, such as those below, saying each word sound by sound. Prompt students, if needed, to respond to Robbie by saying their words sound by sound.)

Wh-a-t i-s y-our n-a-me?

H-ow o-l-d are y-ou?

D-o y-ou h-a-ve a b-r-o-th-er or s-i-s-t-er? (etc.)

(Continue the sound-by-sound conversation for the remainder of the session.)

Wow! You have done a wonderful job talking with Robbie so that he could understand you. You have learned how to blend words and take words apart very well.

Words for Additional Practice

To provide additional practice, you can repeat the same scripts substituting words from the list below. Most children find it easier to blend continuous sounds and to segment stop sounds. On these lists, words with all continuous sounds are listed first, and those with stop consonants are listed toward the end. So, for blending activities, begin with words toward the top of each list. For segmenting activities, use words from the bottom portion of each list.

Two Phonemes	Three Phonemes	Four Phonemes	More Phonemes
if	fan	mist	frogs
in	fun	fist	frost
us	fin	rest	slant
ice	sun	rust	slept
may	sail	snug	slump
say	mail	snack	swift
way	nail	flock	swept
we	mat	frog	shrimp
me	sat	flop	skimp
see	mad	flip	stump
she	sad	snob	stamp
my	sip	slid	stomp
lie	leap	sleep	stunt
so	feet	swim	scalp
no	foot	step	scratch
low	sheet	stove	script
mow	sheep	spin	scrub
show	fed	spill	splash
new	log	skip	splat
at	pail	stick	split
it	tail	spice	sprig
up	teeth	speed	strap
egg	cop	clip	stress
eat	cat	club	clasp
oak	cap	crib	clump
add	pig	crop	cramp
at	tip	drop	crisp
tea	tap	truck	plant
tie	cone	plug	plump
pie	bone	block	print
toe	bail	brick	tramp
chew	dime	drum	trust
bay	bean	bump	twist
day	gum	jump	blobs
pay	big	brush	branch
be	dig	dust	brisk
key	bad	just	drift
by	dad	dream	grasp
doe	dog	brain	grits