

SCIENCE OF READING

Blending Board Activity Pack

Phonics Patterns - 12 Ready-to-Use Slide Decks,
Printable Mats and Teacher Scripting Cards

12 Slide Decks

12 Printable Mats

Scripting Cards

Differentiation

Aligned with the Science of Reading | Systematic and Explicit | Research-Based

Grades K-2 | Intervention Grades 2-3 | Special Education

A Premium Resource by UM PRINTABLES

© 2025 UM PRINTABLES

All rights reserved. This resource is intended for single-classroom use by the purchaser. Additional licenses may be purchased at a reduced rate for sharing with colleagues. This resource may not be uploaded to the internet in any format. No part of this publication may be reproduced, distributed, or transmitted without written permission from UM PRINTABLES.

Fonts Used: Helvetica (system) | **Graphics:** None required - clean text-based design
Format: PDF | **Total Pages:** 45+ | **Print:** Best in color; grayscale friendly

Science of Reading Alignment: This resource follows evidence-based practices including explicit instruction, systematic phonics sequencing, continuous blending, phonemic awareness integration, and decodable text principles.

Thank you for supporting evidence-based literacy instruction.

Table of Contents

About This Resource	3
Science of Reading Alignment	4
How to Use: Blending Board Slides	5
How to Use: Printable Mats and Scripts	6
Recommended Daily Routine	7
Scope and Sequence	8

BLENDING BOARDS, MATS AND SCRIPTING CARDS

Pattern 1: CVC Words - Short a	9+
Pattern 2: CVC Words - Short e and i	9+
Pattern 3: CVC Words - Short o and u	9+
Pattern 4: Consonant L-Blends	9+
Pattern 5: R-Blends and S-Blends	9+
Pattern 6: CCVC and CVCC Words	9+
Pattern 7: Digraphs - sh, ch, th, wh	9+
Pattern 8: Bonus Letters - ff, ll, ss, zz	9+
Pattern 9: Glued Sounds - ang, ing, ong, ung, ank, ink, onk, unk	9+
Pattern 10: CVCe - Magic e / Silent e	9+
Pattern 11: Vowel Teams - ai, ay, ee, ea	9+
Pattern 12: R-Controlled Vowels - ar, er, ir, or, ur	9+
Differentiation Tips	42
Multi-Tiered Support System (MTSS)	43
Assessment and Progress Monitoring	44
Nonsense Word Fluency Guide	45
Research and References	46
Export Guide: PDF and Word	47
Thank You and Credits	49

About This Resource

This **Blending Board Activity Pack** is a comprehensive, ready-to-use phonics resource designed around the principles of the **Science of Reading**. It provides everything you need to implement systematic, explicit blending practice for 12 essential phonics patterns from basic CVC words through r-controlled vowels.

What's Included:

- * **12 Digital Blending Board Slides** - Project during whole-group or small-group instruction.
- * **12 Printable Blending Mats** - Print and laminate for student use.
- * **12 Teacher Scripting Cards** - Exact, word-for-word scripts anyone can follow.
- * **Differentiation Tips** - Strategies for each pattern for all learner levels.
- * **Assessment Tools** - Nonsense word lists plus progress monitoring guidance.

Who Is This For?

- * **Classroom Teachers (K-2)** for core phonics instruction
- * **Interventionists (K-3)** for targeted small-group support
- * **Special Education Teachers** for explicit, systematic instruction
- * **Paraprofessionals and Volunteers** - the scripting cards make it foolproof
- * **Tutors and Reading Specialists** for intervention sessions
- * **Parents/Homeschool** for structured phonics practice at home

Science of Reading Alignment

This resource is built on the following evidence-based principles:

Systematic and Sequential: Patterns follow a logical scope and sequence from simple to complex.

Explicit Instruction: Every session includes clear teacher modeling, guided practice, and independent practice.

Continuous Blending: Students learn to blend sounds smoothly without pausing between phonemes.

Phonemic Awareness Integration: Blending boards require students to manipulate individual phonemes.

Decodable Practice: All words follow the target pattern. Students never guess from pictures or context.

Nonsense Word Assessment: Each pattern includes nonsense words to assess true decoding.

Immediate Error Correction: Scripting cards include specific correction procedures.

Cumulative Review: The scope ensures previously taught patterns are reinforced.

Key Research: National Reading Panel (2000) - Ehri et al. (2001) - Moats (2020) Speech to Print - Kilpatrick (2015) Equipped for Reading Success - Seidenberg (2017) Language at the Speed of Sight - Shanahan (2020) NRP Follow-Up

How to Use: Blending Board Slides

1. **Project the Slide** - Display on your interactive whiteboard or projector.
2. **Introduce the Pattern** - Read the title and rule. Connect to prior learning.
3. **Review Sounds** - Point to each column. Students say sounds chorally.
4. **Model Blending** - Use a pointer. Slide left to right. Use CONTINUOUS blending.
5. **Guided Practice** - Point to a new combination. Students blend chorally.
6. **Individual Turns** - Call on individual students to blend.
7. **Nonsense Words** - Point to nonsense combinations and blend them.
8. **Student-Led Blending** - Let a student be the pointer for the class.

PRO TIPS:

- * Keep it brisk - 5-7 minutes per session
- * Use the scripting card exactly as written until comfortable
- * Always include at least 2 nonsense words per session
- * End with a speed round - blend 5 words as fast as possible

How to Use: Printable Mats and Scripting Cards

Printable Mats: Print on cardstock and laminate. Students use dry-erase markers or letter tiles. **Literacy Center Idea:** Place mat, tiles, and recording sheet at a center.

Scripting Cards: Print on cardstock, keep on a binder ring. Read exactly as written. Error Correction section tells you what to say when mistakes happen. Extension section gives a follow-up activity.

Recommended Daily Routine

0:00-0:30	Quick Review	Flash 2-3 previously learned words for rapid reading.
0:30-1:00	Introduce Pattern	State the pattern name and rule.
1:00-2:00	Sound Review	Point to each column. Students say sounds chorally.
2:00-4:00	Model and Guided	Model 2 words. Students blend 4-5 words with you.
4:00-5:00	Individual Turns	Call on 3-4 students to blend a word each.
5:00-6:00	Nonsense Words	Blend 2 nonsense words. Celebrate the skill.
6:00-7:00	Speed Round	Blend 5-6 words as fast as possible for fluency.

Scope and Sequence

#	Pattern	Focus	Prerequisite
1	CVC Words - Short a	Short a in CVC	Letter sounds
2	CVC Words - Short e and i	Short e and i in CVC	Pattern 1
3	CVC Words - Short o and u	Short o and u in CVC	Patterns 1-2
4	Consonant L-Blends	bl, cl, fl, gl, pl, sl	Patterns 1-3
5	R-Blends and S-Blends	br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st	CVC words
6	CCVC and CVCC Words	Blends at both ends	Patterns 1-4
7	Digraphs - sh, ch, th, wh	sh, ch, th, wh - one sound	Patterns 1-5
8	Bonus Letters - ff, ll, ss, zz	ff, ll, ss, zz (FLOSS)	CVC + digraphs
9	Glued Sounds - ang, ing, ong, ung, ank, ink, onk, unk	ang, ing, ong, ung, ank, ink, onk, unk	CVC words
10	CVCe - Magic e / Silent e	Magic e - long vowels	CVC + blends
11	Vowel Teams - ai, ay, ee, ea	ai, ay, ee, ea	CVC words
12	R-Controlled Vowels - ar, er, ir, or, ur	ar, er, ir, or, ur	CVC + vowel teams

Closed Syllable with short a

BEGINNING SOUNDS	VOWEL PATTERN	ENDING SOUNDS
b	a	b
c		d
f		g
h		m
m		n
p		p
s		s
t		t
v		x
w		


 Blend left to right ->

Key Words: bat | cat | fan | hat | map | pad | sat | tag

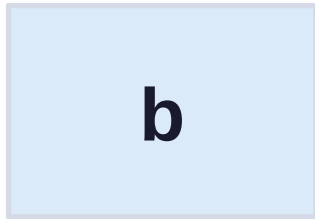
In a CVC word, the vowel is closed in by consonants and makes its short sound: a = short a.

Nonsense Words for Assessment: baf, hap, mas, tav, wam

Blending Mat - CVC Words - Short a

Name: _____

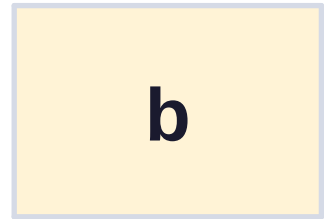
Date: _____



Beginning
Sound

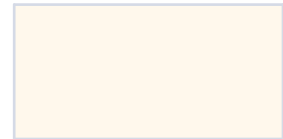
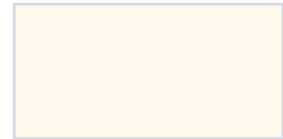
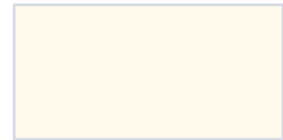
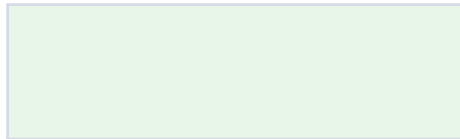
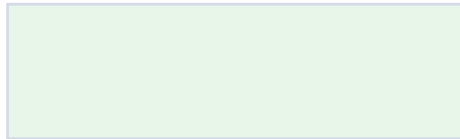
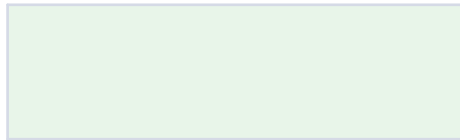
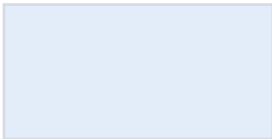
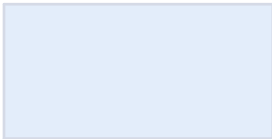
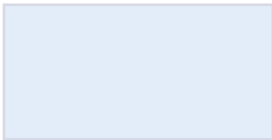


Vowel
Pattern



Ending
Sound

Blend and Write:



Onsets: b c f h m p s t v w

Codas: b d g m n p s t x

Materials Needed: This slide projected or printed, pointer/finger, student whiteboards and dry-erase markers (optional), letter tiles (optional)

STEP-BY-STEP SCRIPT

Step 1. Point to the header. Say:

Teacher says: Today we are practicing CVC words with the short a sound. The letter a says short a like in apple.

Step 2. Point to each onset. Say:

Teacher says: These are the beginning sounds. Let us say them: /b/, /c/, /f/...

Step 3. Point to the vowel. Say:

Teacher says: This is our vowel today. It says short a.

Step 4. Point to each coda. Say:

Teacher says: These are the ending sounds. Let us say them: /b/, /d/, /g/...

Step 5. Model blending. b - a - t. Say:

Teacher says: Watch my finger. /b/ ... short a ... /t/. Now blend it: baaat. Say it fast: bat.

Step 6. Point to m - a - p. Say:

Teacher says: Your turn. /m/ ... short a ... /p/. Blend it.

[(Students blend)]

Step 8. Continue with more words.

Teacher says: Now let us try: h-a-t, s-a-t, f-a-n.

Step 9. Nonsense word. t - a - v:

Teacher says: Is this a real word? No. But we still blend it: /t/ short a /v/ -> tav.

ERROR CORRECTION PROCEDURES

- * If student adds a schwa, model continuous blending without pauses.
- * If student guesses instead of blending, cover the last letter and blend onset+vowel first.
- * If student confuses short a with short e, use minimal pairs: bat/bet, mat/met.

Extension Activity: Dictate 3-4 words for students to write on whiteboards. Use words with the same onsets but different codas to build pattern recognition.

Closed Syllable with short e and short i

BEGINNING SOUNDS	VOWEL PATTERN	ENDING SOUNDS
b	e / i	b
d		d
f		g
h		k
j		l
k		m
l		n
n		p
p		s
s		t

Blend left to right ->

Key Words: bed | hen | net | pen | dip | fin | hid | kit

In CVC words, e says short e (egg) and i says short i (igloo). Teach each separately before combining.

Nonsense Words for Assessment: bef, hin, jep, kip, lem