

Phonemic Awareness

Word Part Blending

- ◆ Have ready the **Pocket Chart Picture Cards** listed in the Materials section. Show **Picture Card 163**—star to students, and have them say the name. Next hold up **Picture Card 59**—fish, and have them say its name. Then place the two **Picture Cards** side by side on the board ledge or in the **Pocket Chart**, with the picture of the star to the left of the picture of the fish. Ask students to say each word, and then say them together to make the compound word *starfish*.
- ◆ Ask volunteers to tell how the meaning of the word *starfish* is different from the meaning of each separate word.
- ◆ Now change **Picture Card 163**—star to **Picture Card 36**—cat, and ask students what the new word is. *catfish*
- ◆ Repeat with other **Picture Cards** that make simple compound words, such as the following:
bookstore beehive eyeball blueberry blackberry



Monitor Progress

to Differentiate Instruction Formal Assessment

Word Structure Note how quickly students are reading the words on the word lines

APPROACHING LEVEL

IF ... students are still having difficulty, **THEN ...** refer to Unit 3 Lesson 3 of the **Intervention Guide** for activity ideas.

ON LEVEL

IF ... students need more practice, **THEN ...** give them the **Picture Cards** used in the lesson, and have them match the cards to make the correct compound word.

ABOVE LEVEL

IF ... students are comfortable, **THEN ...** have them complete **Challenge Activities** page 29.