



Phonological and Phonemic Awareness

Oral Blending and Segmentation

Syllable Box

- Place in a box **Picture Cards** of objects that have differing numbers of syllables in their names. See the Materials section for a suggested set of **Picture Cards** to use. The picture names' syllable counts range from one to four.
- Hold the box so that the students cannot see what is inside. Have a student reach into the box and remove a picture. Tell him or her to name the object shown. Remind the students to speak in complete sentences. For example, "This is a blanket."
- Say the name of the object as you clap out the syllables:
blan-ket
- Have the students say the name, then have them clap out the syllables as you did.
- Ask them to tell you how many parts they heard in the word. Explain that they can tell by counting the number of times they clapped. Clap out the syllables of the object name once more and count aloud.
- Repeat with other **Picture Words**:

one syllable:	dice	kite	white
two syllables:	ap-ple	gui-tar	in-fant
three syllables:	en-ve-lope	news-pa-per	um-brel-la vi-o-lin
four syllables:	veg-e-ta-bles	wa-ter-mel-ons	

PHONEMIC AWARENESS

Research in Action Segmentation

This activity is the reverse of oral blending. In oral blending, the students put word parts or syllables together into words. In segmentation, they break down words into parts or syllables. It is not necessary to use the term *syllable* with the students: this is just an activity to help them hear the separate parts of words. Blending and segmenting are complementary processes in developing phonemic awareness and in learning to read and write. Whereas learning to blend syllables and phonemes into familiar words is essential to decoding, learning to segment (divide) familiar words into parts and, later, phonemes, is essential to independent spelling.
(—Marilyn Jager Adams)