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Phonological and Phonemic Awareness

Oral Blending

Word Parts

- Explain to the students that as they learn to read and write, they must learn to listen carefully to how words sound. Tell them that they will now play a listening game. You will say a word in two parts. They must listen carefully and tell you what the word is.
- Read each word, pronouncing each part distinctly and pausing cleanly at the breaks indicated (...). Then say that you will put the two parts together and say the whole word. Begin with the following:

Teacher: Dino...saur. I'll say the parts again. Dino...saur. Now I'll put the parts together: dinosaur

Continue with the following words:

alpha...bet butter...fly

Now ask the students to join you as you put the parts together. Continue to say the word parts, but only once, and then ask the students to say the whole word with you. Try these words:

tele...vision ele...phant lolli...pop birth...day astro...naut valen...tine ani...mal



Lesson Models Videocassette Use the Lesson Models Videocassette to preview the lesson on "Oral Blending: Word Parts."

Research in Action Oral Blending

The goal of oral blending is to lead the students to understand that spoken words are made up of smaller units of sound. Because students are accustomed to producing and hearing whole words, the challenge is to find ways to get them to notice that words contain smaller units of sound—word parts and phonemes.

Larger pieces of words are easier to distinguish than individual phonemes, so blending word parts and syllables is the first step in leading students to become aware of the units that make up speech. The words the students will work with are sometimes broken at a syllable, sometimes at a compound part, and sometimes broken randomly. It is not necessary for students to understand what a syllable is or to know what a compound word is. In later lessons, students learn individual letter sounds and the oral blending activities will merge with regular phonics in a natural way. (—Marilyn Jager Adams)