



Phonological and Phonemic Awareness

Oral Blending and Segmentation

Onsets and Rimes

- Bring out the Lion Puppet and tell the students that he wants to play the blending game again. Explain that you will say the beginning of a word, and the puppet will say the end. Tell them to listen carefully, because sometimes the first part of the word will be only one sound.

Teacher: /p/...

Puppet: op. What's the word?

Everyone: pop.

- Continue with these words:

/h/...op (*hop*)

/t/...op (*top*)

/st/...op (*stop*)

/b/...ug (*bug*)

/h/...ug (*hug*)

/m/...ug (*mug*)

/r/...ug (*rug*)

/s/...ip (*sip*)

/t/...ip (*tip*)

/l/...ip (*lip*)

/fl/...ip (*flip*)

/tr/...ip (*trip*)

PHONEMIC AWARENESS



Teacher Tip STUDENT

RESPONDING To support full participation in these activities and to allow you to observe the progress of individual students, switch unpredictably between asking for a response from the whole group and from individual students.



Formal Assessment

BLENDING INITIAL SOUNDS To assess the students' ability to blend initial sounds, have them complete *Units 1–8 Assessment* page 41.

UNIVERSAL ACCESS: MEETING INDIVIDUAL NEEDS

Intervention Support

ORAL BLENDING Work with small groups or individuals who are having difficulty with this activity. Help the students say the individual sounds and blend them together to make a word. Repeat with the same sounds, encouraging the students to take the lead.