



Phonological and Phonemic Awareness

Oral Blending

Compound Words

Now that the students are comfortable with the idea that spoken words are made of separate sounds, they are ready to focus attention on identifying syllables in words. To begin, the words used are simple, two-syllable compound words.

- Have ready the **Picture Cards** listed in the Materials section. Show the *star Picture Card* to the students and have them say the name. Next, hold up the *fish Picture Card* and have them say its name. Then place the two **Picture Cards** side-by-side on the board ledge, with the picture of the star to the left of the picture of the fish. Ask the students to say each word, 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 the *star Picture Card* to the *cat Picture Card* and ask the students what the new word is (*catfish*).
- Repeat with other pictures that make simple compound words, such as the following:
blackberry bookstore blueberry beehive eyeball

PHONEMIC AWARENESS

Research in Action

Phonemic Awareness and School Success

Correlations between students' performance on a test of phonemic awareness given in kindergarten and their performance in reading years later are extremely high. Such high correlations remain even after controlling for intelligence and socioeconomic status. (—Hallie K. Kopp, *The Reading Teacher*)