



## Phonemic Awareness: Blending Sounds

### McREL Standards – Language Arts

- Listens to complete a variety of tasks
- Hears and differentiates the sounds of spoken language
- Responds to spoken language

### McREL Standards-Process/Thinking

- Uses decision making processes

### Grade Level: K-3 (Ages 5-7)

### Teacher Instructions

Phonemic awareness is the ability to hear, identify and manipulate individual sounds in spoken words. Hearing the word cat and identifying the word as having three sounds or phonemes, *k/a/t*, is a phonemic awareness skill. Phonemic awareness skills include: word segmentation, rhyming, phoneme matching, awareness of syllables and phoneme blending and manipulation. In addition to helping students improve comprehension and organize ideas for writing, Kidspiration® can also be used as a tool to help students learn, practice and apply specific phonemic awareness skills, supporting the teacher's reading curriculum. This Kidspiration activity allows young learners the opportunity to hear and blend individual phonemes.

1. Open *Blending Sounds.kia* from **Kidspiration Starter>Activities>Reading and Writing**. Tell students they will hear the sounds in a word and blend the sounds together to identify a picture of the word.

**Blending Sounds**  
Directions

1. Click on the speaker next to the ear in a blue box. Listen to the sounds.
2. Blend the sounds together to make a word.
3. Using the pictures in the white box, match the word to its picture.

The interface includes a white box with four pictures: a cake, a mobile phone, a chicken, and a paper bag. To the right, there are four blue boxes, each containing an ear icon with a speaker symbol next to it.

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2. After showing students the activity, close the diagram.
3. Open Kidspiration in **Picture View**, creating a new diagram. Select several words to model blending individual phonemes which are represented by a symbol in the symbols library, i.e. dog, cat and boat.



Place the symbols on the workspace. Say the name of a symbol, segmenting each phoneme or sound in the word. Then model blending the sounds together, naming the symbol. While modeling the skill, gradually move from demonstration *for the students* to guided practice *by the students* using the remaining symbols.

4. Return to the *Blending Sounds.kia* activity. Explain to students they will now practice what they have learned about blending sounds. Demonstrate for students how to click on the speaker icon to listen to the directions for the activity. Point out to students that next to each ear symbol is a speaker icon also. Students will click on the speaker to hear the individual sounds of the words. Demonstrate its use, pointing out that a student may replay the word sounds as often as he wishes.
5. Show students how to complete the activity by clicking on a speaker icon, listening to the sounds, blending the sounds and dragging a picture of the word heard to the box associated with the word sounds.
6. Demonstrate how to drag the picture back to the green symbol should a student wish to do so. Once directions have been given, students may complete the activity independently.
7. Additional phonemic awareness activities, including blending individual phoneme activities, can be located in the Kidspiration **Teacher Menu>Teacher Resources Online>Lesson Plans**

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### Assessment

- Confirm that students have completed the activity, matching the pictures with the correct segmented words.

### Lesson Adaptations

- The activity may be printed after its completion and used as an informal assessment.
- Print a copy of *Blending Sounds Exemplar.kid* shown below and place it in a literacy center so that students may check their own work.

**Blending Sounds**  
Directions

1. Click on the speaker next to the ear in a blue box. Listen to the sounds.
2. Blend the sounds together to make a word.
3. Using the pictures in the white box, match the word to its picture.

The activity interface includes a large white box for the student's work and four blue boxes, each containing an ear icon with a speaker and a picture: a chicken, a bag, a cake, and a phone.

### English Language Learners

Provide English language learners opportunities to blend words that are known and meaningful to them. Selecting familiar symbols during the modeling portion of the lesson will provide additional support. Students will need to understand the abstract concept of individual word sounds and thus may need several demonstrations on blending phonemes. Given that precise pronunciations can be difficult, accept approximations and praise children for their efforts.