

Phonological Awareness Skill  
**#9 Blending Sounds to Make Words**

If a student misses more than 3 consecutive test items, discontinue the assessment. In order to be proficient a student must get at least 6 out of 7 test items correct.

Practice Items

Explain and demonstrate how to blend sounds.

Teacher: **Let's play another word game! Now I'm going to say some sounds, and then I'm going to put the sounds together and make a word. Listen to me, and then you will try.**

**Separate and blend each word two times.**

Teacher: /c/ ..... /a/ ...../ t/      **cat**  
              /b/ ..... /a/ ...../ t/      **bat**

Teacher: **Now repeat after me.....** /c/ ..... /a/ ...../ t/

Student: /c/ ..... /a/ ...../ t/

Teacher: /c/ ..... /a/ ...../ t/      **cat**

Student: /c/ ..... /a/ ...../ t/      **cat**

Teacher: Good job! We are putting together sounds to make a word. Let's do another one.

Teacher: **Now repeat after me.....** /b/ ..... /a/ ...../ t/

Student: /b/ ..... /a/ ...../ t/

Teacher: /b/ ..... /a/ ...../ t/      **bat**

Student: /b/ ..... /a/ ...../ t/      **bat**

Teacher: Good job! We are putting together sounds to make a word. Let's do one more.

Teacher: /w/ ... /e/

Student: /w/... /e/

Teacher: Now put the sounds together to make a word.

Student: we

Teacher: Good job! You made another word.

**NOTE: If the student is having difficulty say,**

Teacher: **Listen carefully.**

Teacher: /w/ ... /e/

Teacher: **Now put the sounds together. You can do it. Say it fast!**

Teacher: /w/ ... /e/

Student: we

Teacher: Good job! You made another word.

**If the student can't blend the sounds to make the word, "we" demonstrate with the first two examples again. If the student is still unable to blend the last word on his own, do not administer the test.**

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Test

Let's play this game! I will say sounds and you will put them together to make a word. **Here we go!**

1. /m/ /a/ /t/                      mat
2. /s/ /oa/ /p/                      soap
3. /b/ /ee/                              bee
4. /ch/ /o/ /p/                        chop
5. /s/ /l/ /ee/ /p/                    sleep
6. /sh/ /i/ /p/                        ship
7. /t/ /r/ /u/ /ck/                    truck

**Note: After you say the sounds, do not prompt for several seconds. Students need “wait time” to process the sounds so they can blend them together. If the student has not responded after several seconds ask, “Would you like me to say the sounds again?”**