

Phonemic Awareness: Phoneme Segmentation

College- and Career-Ready Standard Addressed: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Blend and segment onsets and rimes of single-syllable spoken words

Objective: Students will learn to segment words into individual phonemes (sounds).

Materials

OPTIONAL: Manipulatives, such as blocks, magnetic letters, Elkonin boxes (see page 4), practice word lists (see supplemental materials).

Suggested Schedule and Group Size

Schedule: Daily, no more than five to ten minutes per session

Recommended group size: Individual or small group (up to five students)

Note: The following script is intended as a model. Start with words with two or three phonemes. Adjust the difficulty of the words and increase independent practice opportunities as students become more proficient.

Activity

Intervention Principle

Use explicit instruction, including modeling and joint practice opportunities.

Sample Script and Procedures

Today, we are going to practice saying the sounds we hear in words.

Listen and watch. I'll say the sounds in the word "pat." (*Put up one finger for each sound, or if using Elkonin boxes, point to each box or move an object into each box as you say the sounds. /p/ /aaaa/ /t/*)

How many fingers (boxes) did I put up (touch)? (*Students should say "three."*)

Right, that means "pat" has three sounds.

Now let's try it together. Say the sounds in "pat" with me. (*Put up one finger for each sound, or, if using Elkonin boxes, point to each box or move an object into each box as you say the sounds. Watch to make sure the student(s) follow along with you: /p/ /aaaa/ /t/.*)

Adapted with permission from Phonemic awareness instructional routine: Segmenting, Kindergarten level. Tallahassee, FL: Florida Center for Reading Research. Copyright 2007. Available at <http://www.fcrr.org/assessment/ET/routines/routines.html>

<p>Provide concrete, repeated opportunities to correctly practice the skill and receive feedback.</p>	<p>How many fingers (boxes) did we each put up (touch)? (<i>Students should say “three.”</i>)</p> <p>That’s right, “three!”</p> <p>It’s your turn to say the sounds in “pat.” Say “pat.” (<i>Student(s) should say “pat.”</i>)</p> <p>Now, say the sounds in “pat.” Put up one finger (or touch one box) for each sound in the word. (<i>Student(s) should segment “tap.”</i>)</p> <p>How many sounds in “pat?” (<i>Make sure the student(s) understand that there are three sounds.</i>)</p> <p>Good! There are three sounds in “pat!”</p> <p>Here’s another one. Say “goat.” (<i>Student(s) should say “goat.”</i>)</p> <p>Say the sounds in “goat.” Put up one finger (or touch one box) for each sound you hear. (<i>Student(s) should segment goat.</i>)</p> <p><i>Repeat with additional examples. (See Instructional Recommendations below.)</i></p>
<p>Error Correction</p>	
<p>Provide immediate and explicit error correction. Have the student practice the correct response.</p>	<p>That’s not quite right. My turn. I’ll say the sounds in “pat.” /p/ /aaaa/ /t/. (<i>Say each sound as distinctly as possible, using fingers or pointing at manipulatives to emphasize each sound.</i>)</p> <p>Say the sounds in “pat” with me. (<i>Help the student say the sounds. If needed, use hand-over-hand support with manipulatives to “count” the sounds.</i>)</p> <p><i>(Repeat as needed, emphasizing each individual phoneme. Be sure to have the students demonstrate the correct response for each word. Provide additional modeling and joint practice opportunities if the student(s) make errors during individual practice.)</i></p>
<p>Instructional Considerations</p>	
	<ul style="list-style-type: none"> ▪ Start by practicing with additional words with two or three phonemes, such as at, up, hose, bag, and mitt. (See the attached word lists for additional examples and practice.) ▪ Keep in mind that some letters contain more than one phoneme (e.g., “x” is “/c/ /sss/”) and some phonemes may be spelled with more than one letter (e.g., “/oooo/” can be spelled “oa”). ▪ As students become more proficient with segmenting, add words with four sounds (e.g., slip, drop, hits, box) and later, five sounds (e.g., spills, flipped, jumped). ▪ Note that consonant blends (fl) can be separated into two sounds, whereas digraphs (ch) cannot.

	<ul style="list-style-type: none">▪ When presenting consonant blends, start with words in which the blend is at the beginning of the word (e.g., stop), and then move to blends at the end of the word (e.g., fast). Blends in the middle of the word are the most difficult (e.g., master) and should be introduced last.
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Sample Elkonin boxes. Teacher and/or students touch each box, or move a manipulative into each box, as they say each sound in the word (e.g., /d/ /oooo/ /g/).

2 Phonemes

As

It

Be

Of

To

Us

Me

At

She

In

Is

Am

Go

If

An

So

Up

On

Add

Off

Hi

He

My

On

3 Phonemes

Ant

Fan

Sun

Rip

Boat

Make

Gum

Cup

Red

Sat

Fit

Rug

And

Fig

Ran

Lot

Tin

Math

Tap

Dry

End

Fake

Beet

Pot

Gem

Noun

Sit

Old

4 Phonemes

Lamp

Toast

Cast

Lunch

Bump

Sand

Tax

List

Tent

Lost

Mitts

Little

Pant

Land

Camp

Tint

Left

Camp

Hats

Word

Back

Mask

Dust

Lent

Limp

News

Sent

Rattle

Words with consonant blends at the beginning of the word

Float

Stop

Brick

Crop

Drown

Gloat

Prance

Stop

Stroke

Clone

Glide

Dream

Bleed

Claim

Braid

Draft

Twice

Screen

Slate

Track

Group

Sprain

Snail

Brace

Swell

Glass

Place

Spill

Includes words with consonant blends at the end of the word

Cost

Paste

Want

Plant

Post

Present

Sloth

Bend

Stark

Camp

Turn

Sand

Tend

Fast

Ghost

Haste

List

Want

Form

Last

Pest

Damp

Find

Start

Cast

Fist

Stamp