# 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<br><br>Recommended group size: Individual or small group (up to five students)<br><br>**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**<br><br>Use explicit instruction, including modeling and joint practice opportunities. | **Sample Script and Procedures**<br><br>**Today, we are going to practice saying the sounds we hear in words.**<br><br>**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/**)<br><br>**How many fingers (boxes) did I put up (touch)?** (*Students should say "three."*)<br><br>**Right, that means "pat" has three sounds.**<br><br>**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

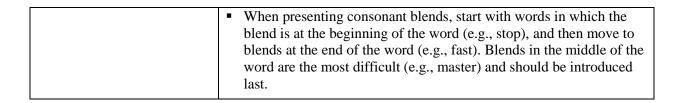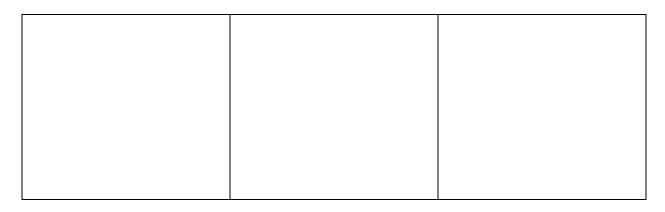| | |
|---|---|
| Provide concrete, repeated opportunities to correctly practice the skill and receive feedback. | **How many fingers (boxes) did we each put up (touch)?** (*Students should say "three."*)<br><br>**That's right, "three!"**<br><br>**It's your turn to say the sounds in "pat." Say "pat."** (*Student(s) should say "pat."*)<br><br>**Now, say the sounds in "pat." Put up one finger (or touch one box) for each sound in the word.** (*Student(s) should segment "tap."*)<br><br>**How many sounds in "pat?"** (*Make sure the student(s) understand that there are three sounds.*)<br><br>**Good! There are three sounds in "pat!"**<br><br>**Here's another one. Say "goat."** (*Student(s) should say "goat."*)<br><br>**Say the sounds in "goat." Put up one finger (or touch one box) for each sound you hear.** (*Student(s) should segment goat.*)<br><br>*Repeat with additional examples. (See Instructional Recommendations below.)* |
| **Error Correction** | |
| Provide immediate and explicit error correction. Have the student practice the correct response. | **That's not quite right. My turn. I'll say the sounds in "pat."** **/p/ /aaaa/ /t/.** (*Say each sound as distinctly as possible, using fingers or pointing at manipulatives to emphasize each sound.*)<br><br>**Say the sounds in "pat" with me.** (*Help the student say the sounds. If needed, use hand-over-hand support with manipulatives to "count" the sounds.*)<br><br>(*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.*) |
| **Instructional Considerations** | |
| | ▪ 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.)<br><br>▪ 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").<br><br>▪ 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).<br><br>▪ Note that consonant blends (fl) can be separated into two sounds, whereas digraphs (ch) cannot. |

| | |
|---|---|
| | ■ 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. |

|  |  |  |
|---|---|---|
|  |  |  |

*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/).*