

Phonemic Awareness Instructional Routine: Words

Preparation/Materials: Four to six manipulatives per student, 10 sentences (two to six words per sentence)



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to count the words in a sentence.

TEACHER MODELS TASK

Listen.

He can run.

I'm going to move one block for each word.

As you say each word slowly, move one block.

He...can...run.

Touch and count each block.

1, 2, 3. There are three words in the sentence.

Repeat the sentence and touch one block for each word.

He...can...run.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Now say the sentence with me and move one block for each word.

- He... can...run.

Say it again and touch one block for each word.

- He... can...run.

Count the blocks. How many words are in this sentence?

- three

Yes, there are three words in this sentence.

STUDENTS PRACTICE TASK

Your turn.

Say the sentence and move one block for each word in the sentence.

He ...can ...run.

Touch and count the blocks. How many words are in the sentence?

three

Yes, there are three words in this sentence.

INDEPENDENT PRACTICE

When students consistently count the correct number of words in a sentence, provide individual turns using other sentences. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are moving one block for each word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a two word sentence (e.g., I run).

Adaptations using this instructional routine:

- Use sentences that contain fewer or more words.
- Other manipulatives may be used; however, it is important to use a larger manipulative to identify the words in a sentence and move to progressively smaller manipulatives to segment words into syllables and finally phonemes.