

EMPOWERING TEACHERS

Phonemic Awareness Instructional Routine: Segmenting

Preparation/Materials: Words with two or three phonemes (e.g., tap, sad, me, mom)



- *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 / /

Steps	Instructional Example
TEACHER EXPLAINS TASK	We are going to segment all the sounds in a word.
TEACHER MODELS TASK	Listen and watch. <i>Move one chip</i> Say the word slowly. <i>Put up one finger</i> for each sound in the word. ti...laad...lp/ /ch/ /eee/ /s/ <i>Count your fingers aloud. chips.</i> 1, 2, 3 There are three sounds in tap . <i>cheese.</i>
TEACHER & STUDENTS PRACTICE TASK TOGETHER	Say tap . <i>cheese</i> • tap <i>cheese</i> <i>move one chip</i> Now say tap slowly and <i>put up one finger</i> for each sound. • ti...laad...lp/ /ch/ /eee/ /s/ How many fingers are up? • three <i>chips</i> How many sounds are in tap ? <i>cheese?</i> • three Yes. Tap has three sounds. <i>Cheese has 3 sounds.</i>
STUDENTS PRACTICE TASK	Your turn. Say tap . <i>cheese</i> tap <i>cheese</i> <i>move one chip</i> Say tap slowly and <i>put up one finger</i> for each sound. ti...laad...lp/ <i>cheese</i> How many fingers are up? <i>chips?</i> three How many sounds are in tap ? <i>cheese?</i> three Yes. Tap has three sounds. <i>Cheese has 3 sounds.</i>
INDEPENDENT PRACTICE	When the students consistently segment all the sounds in words, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.
SCAFFOLDING SUGGESTION FOR ERRORS	Verify that students are putting up one finger for each sound in the word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a different example for the student to hear and count the sounds (e.g., at).

Adaptations using this instructional routine:

- Use manipulatives to demonstrate segmenting sounds in a word.
- Use words that contain fewer (2) or more (4) sounds.