

# EMPOWERING TEACHERS

## Phonemic Awareness Instructional Routine: Segmenting

Preparation/Materials: Words with three to five phonemes (e.g., flip, lamp, cat, cake, trips).

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- *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 segment all the sounds in a word.

### TEACHER MODELS TASK

Listen and watch.

Say the word slowly. Put up one finger for each sound in the word. /fff/.../lll/.../iii/.../p/

Count your fingers aloud.

one, two, three, four

There are four sounds in flip.

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

Say flip.

- flip

Now say flip slowly and put up one finger for each sound.

- /fff/ /lll/ /iii/ /p/

How many fingers are up?

- four

How many sounds are in flip?

- four

Yes. Flip has four sounds.

### STUDENTS PRACTICE TASK

Your turn.

Say flip.

flip

Say flip slowly and put up one finger for each sound.

/fff/ /lll/ /iii/ /p/

How many fingers are up?

four

How many sounds are in flip?

four

Yes. Flip has four sounds.

### INDEPENDENT PRACTICE

When students consistently segment all the sounds in each 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 segmenting each sounds each word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with fewer phonemes (e.g., it, sit).

### Adaptations using this instructional routine:

- Use words that contain fewer (two) or more (six) phonemes.
- Alternate manipulatives (e.g., counters, buttons) may be used to demonstrate segmenting a word.

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/curriculum/pdf/GK-1/PA\\_Final\\_Part5.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part5.pdf)

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