

# EMPOWERING TEACHERS

## 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 bold 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.