

## Phonemic Awareness Instructional Routine: Segmenting

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

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

<b>TEACHER EXPLAINS TASK</b>
<b>We are going to segment all the sounds in a word.</b>
<b>TEACHER MODELS TASK</b>
<p><b>Listen and watch.</b>  <i>Say the word slowly. Put up one finger for each sound in the word.</i>  <b>/t/.../aaa/.../p/</b>  <i>Count your fingers aloud.</i>  <b>1, 2, 3</b>  <b>There are three sounds in tap.</b></p>
<b>TEACHER &amp; STUDENTS PRACTICE TASK TOGETHER</b>
<p><b>Say tap.</b></p> <ul style="list-style-type: none"> <li>• tap</li> </ul> <p><b>Now say tap slowly and put up one finger for each sound.</b></p> <ul style="list-style-type: none"> <li>• /t/.../aaa/.../p/</li> </ul> <p><b>How many fingers are up?</b></p> <ul style="list-style-type: none"> <li>• three</li> </ul> <p><b>How many sounds are in tap?</b></p> <ul style="list-style-type: none"> <li>• three</li> </ul> <p><b>Yes. Tap has three sounds.</b></p>
<b>STUDENTS PRACTICE TASK</b>
<p><b>Your turn.</b>  <b>Say tap.</b>          tap  <b>Say tap slowly and put up one finger for each sound.</b>          /t/.../aaa/.../p/  <b>How many fingers are up?</b>          three  <b>How many sounds are in tap?</b>          three  <b>Yes. Tap has three sounds.</b></p>
<b>INDEPENDENT PRACTICE</b>
<i>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.</i>
<b>SCAFFOLDING SUGGESTION FOR ERRORS</b>
<i>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).</i>

### Adaptations using this Instructional Routine:

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

**Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.**

- [PA.040 Say and Slide Phonemes](#)
- [PA.042 Phoneme Closed Sort](#)
- [PA.044 The Sound Game](#)