EMPOWERING TEACHERS

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

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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.* **/t/…/aaa/…/p/** *Count your fingers aloud.* **1, 2, 3** **There are three sounds in tap.**
TEACHER & STUDENTS PRACTICE TASK TOGETHER
Say tap. • **tap** **Now say tap slowly and put up one finger for each sound.** • **/t/…/aaa/…/p/** **How many fingers are up?** • **three** **How many sounds are in tap?** • **three** **Yes. Tap has three sounds.**
STUDENTS PRACTICE TASK
Your turn. **Say tap.** tap **Say tap slowly and put up one finger for each sound.** /t/…/aaa/…/p/ **How many fingers are up?** three **How many sounds are in tap?** three **Yes. Tap has three sounds.**
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.

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
- PA.048
- PA.055
- PA.050
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