10 Segment Three-Phoneme Words

Language Objectives

- Segment the phonemes of three-phoneme words.

Building Literacy

Segmenting phonemes involves breaking a word into its separate sounds.

- Segmenting contributes to beginning-level reading and spelling skills.
- Segmenting is preparation for instruction and practice with individual sounds.
- In order to write a word, children must first break the word into its phonemes, or component sounds. Then children must choose the letters that represent those sounds.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each or using gestures to make sure the English learners have these words in their vocabulary.

pet	leg	hit
dog	peach	soap
cat	nine	sock
fan	cup	dad
moose	sun	chain
rain	walk	tooth
boat		

ENGLISH LANGUAGE LEARNERS

English language learners who can't produce certain English sounds accurately may have trouble segmenting the phonemes of English words. For example, the English sound /r/ is not found in Spanish, Vietnamese, Cantonese, Hmong, Filipino, or Korean. Have children look closely at your lips as you segment sounds.

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show me

Have children point to the 1 on p. 37 of the Targeted Lessons Student Book. What do you see in the picture? A dog makes a good pet. Listen to the sounds in *dog:* /d/ /o/ /g/. Hold up a finger for each sound as you say the word. The word *dog* has three sounds: /d/ /o/ /g/.

A cat makes a good pet too. Listen to the sounds in *cat:* /k/ /a/ /t/. Hold up a finger for each sound as you say the word again. The word *cat* has three sounds: /k/ /a/ /t/. Who has a pet? Listen to the sounds in *pet:* /p/ /e/ /t/. Hold up a finger for each sound as you say the word again. How many sounds did you hear in *pet?* I held up three fingers: one for each sound in *pet:* /p/ /e/ /t/.

guide me

Segment Sounds Have children point to the 2. What picture do you see by the 2? (a fan) Listen closely as I say the sounds in *fan*: /f/ /a/ /n/. Now say the sounds with me: /f/ /a/ /n/. Now say the three sounds in *fan* by yourself. (/f/ /a/ /n/) Fill in a circle for each sound you hear as you say the sounds in *fan*.

Put your finger on the 3. This picture shows a moose. Listen closely as I say the sounds in *moose*: /m/ /ü/ /s/. Now say the three sounds with me: /m/ /ü/ /s/. Now say the three sounds in *moose* by yourself. (/m/ /ü/ /s/) Fill in a circle for each sound you hear as you say the sounds in *moose*.

10

Segment Three-Phoneme Words

show me

1.

guide me

2.

3.

PHONOLOGICAL AND PRINT AWARENESS 37

TEACHING STRATEGIES

Be sure children can identify the pictures and are familiar with the words that name them. It is difficult to segment sounds in an unfamiliar word. If needed, give a definition or use the word in a sentence to familiarize children with the word.

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work time

Have children look at p. 38 from the Targeted Lesson Student Book. Have them name the pictures they see on the page: *rain, boat, leg, peach, nine, cup*. I will say the name of each picture. Listen closely. Under the picture, fill in a circle for each sound you hear in the word as you say the sounds.

rain (/r/ /ā/ /n/)

boat (/b/ /ō/ /t/)

leg (/l/ /e/ /g/)

peach (/p/ /ē/ /ch/)

nine (/n/ /ī/ /n/)

cup (/k/ /u/ /p/)

If children have difficulty segmenting the sounds in a word, repeat the word and have children try again. If they still have difficulty, segment the word into its three sounds and have children repeat after you.

10 Segment Three-Phoneme Words

work time

4. 5. 6. 7. 8. 9.

38 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Having children move in some way when segmenting sounds in a word can help them separate the sounds as well as count them. Making tic marks, moving counters or small toys, or tapping their fingers are some ways children can use kinesthetic learning to reinforce segmenting.

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guide me

Have children point to the 10. What picture do you see by the 10? (the sun) Listen closely as I say the sounds in *sun*: /s/ /u/ /n/. Now say the sounds with me: /s/ /u/ /n/. Now let's say the sounds again. This time, for each sound you say, make a mark in one of the boxes. Say it with me: /s/ /u/ /n/. Count your marks. How many sounds did you hear? (three)

Now put your finger on the 11. This picture shows a boy taking a walk. Listen closely as I say the sounds in walk: /w/ /ȯ/ /k/. Now say the sounds with me: /w/ /ȯ/ /k/. Now make a mark in one of the boxes each time you say a sound: /w/ /ȯ/ /k/. Count your marks. How many sounds did you hear? (three)

Continue the procedure with *hit* and *soap.* For each picture, have children listen to the segmented word and then segment it themselves as they make a mark in each box. Guide children to determine the number of sounds in each word.

Segment Three-Phoneme Words 10

guide me

10.

11.

12.

13.

PHONOLOGICAL AND PRINT AWARENESS 39

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work time

Have children look at p. 40 from the Targeted Lesson Student Book. Help them name the pictures on the page: *sock, dad, chain, tooth*. Point to the 14. Say the name of the picture. Then say each sound you hear in the word. For each sound, make a mark in a box. Instruct children to continue this procedure for 15–17.

check for understanding

In this lesson, you separated words into their sounds. Listen as I say a word. Then say the sounds of the word: *hop.* (/h/ /o/ /p/) Continue with these words: *boot* (/b/ /ü/ /t/), *had* (/h/ /a/ /d/), *big* (/b/ /i/ /g/), *wait* (/w/ /ā/ /t/).

reflect

Have children turn and talk to a partner about what they have learned. What did you learn about saying the sounds of a word? If time permits, challenge pairs to say a word from the lesson and have the partner segment the word.

10 Segment Three-Phoneme Words

work time

14.

15.

16.

17.

40 PHONOLOGICAL AND PRINT AWARENESS

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Segment Three-Phoneme Words

show me

1.

guide me

2.

○ ○ ○

3.

○ ○ ○

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work time

4.

5.

6.

7.

8.

9.

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guide me

10.

11.

12.

13.

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work time

14.

15.

16.

17.

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