

Segment Words with Three to Five Phonemes

17

Language Objectives

- Identify phonemes in one-syllable spoken words.
- Segment spoken one-syllable words with three, four, and five phonemes, including words with initial and/or final consonant blends.

Building Literacy

Segmenting phonemes involves breaking a word into its separate sounds.

- Segmenting contributes to beginning-level reading and spelling skills by enabling children to consider each sound in sequence when decoding.
- Segmenting is preparation for instruction and practice with individual sounds.
- In order to spell a word, children must first break the word into its phonemes, or component sounds. Then they must choose the letters that represent those sounds.

Focus on Language

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

pig	mom	pot
frog	broom	branch
plant	street	plane
sheep	splash	beach
flag	log	stamp
crow	ship	clock
stump	train	



ENGLISH LANGUAGE LEARNERS

Some phonemes in English may not be phonemes in a child's native language. To help children segment and blend phonemes to make words, slowly and clearly model the correct pronunciation of unfamiliar phonemes and provide pictures of simple words that contain the phonemes. Give children many opportunities to say the words.



show me

Have children look at p. 65 from the Targeted Lessons Student Book. Words are made up of individual sounds. Today we are going to break words into those smaller sounds. Put your finger on the 1. What do you see in the picture? (a pig) Listen to the sounds in the word *pig*: /p/ /i/ /g/. Hold up a finger for each sound as you say the word. I held up three fingers: one for each sound in *pig*: /p/ /i/ /g/. Say it with me: *pig*, /p/ /i/ /g/.

Put your finger on the 2. What do you see in this picture? (a frog) Listen to the sounds in the word *frog*: /f/ /r/ /o/ /g/. Hold up a finger for each sound as you say the word again. The word *frog* has four sounds: /f/ /r/ /o/ /g/. Say it with me: *frog*, /f/ /r/ /o/ /g/.

Now put your finger on the 3. What is in this picture? (a plant) Listen to the sounds in the word *plant*: /p/ /l/ /a/ /n/ /t/. Hold up a finger for each sound as you say the word again. The word *plant* has five sounds: /p/ /l/ /a/ /n/ /t/. Say it with me: *plant*, /p/ /l/ /a/ /n/ /t/.



guide me


Segment Words Have children point to the 4. What picture do you see by the 4? (sheep) Listen closely as I say the sounds in *sheep*: /sh/ /ē/ /p/. Now say the sounds with me: /sh/ /ē/ /p/. Now you say the sounds in *sheep*. (/sh/ /ē/ /p/) There are three sounds in *sheep*. Fill in a circle for each sound you hear as you say the sounds in *sheep*. That's right, you should fill in three circles.


Put your finger on the 5. This picture shows a flag. Listen closely as I say the sounds in *flag*: /f/ /l/ /a/ /g/. Now say the sounds with me: /f/ /l/ /a/ /g/. Now you say the sounds in *flag*. (/f/ /l/ /a/ /g/). Fill in a circle for each sound you hear as you say the sounds in *flag*. Repeat the routine for 6 *crow*: /k/ /r/ /ō/ and 7 *stump*: /s/ /t/ /u/ /m/ /p/.


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Segment Words with Three to Five Phonemes

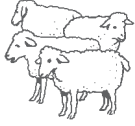
➔ show me


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➔ guide me

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PHONOLOGICAL AND PRINT AWARENESS 65

TEACHING STRATEGIES

Providing a visual can help some children understand the idea of breaking a word into individual sounds. Before saying the word, provide a visual representation of the number of sounds in the word. For example, before you segment *frog*, show four large dots on chart paper or display four blocks where children can see them. Then, as you segment the word, touch one dot or block for each sound. After children become familiar with segmenting, have a volunteer touch each one as you segment the word.



work time

Have children look at p. 66 from the Targeted Lessons Student Book. Help them name the pictures they see on the page: *mom*, *broom*, *street*, *dress*, *splash*, *log*. 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.

8. **mom** (/m/ /o/ /m/)

9. **broom** (/b/ /r/ /ü/ /m/)

10. **street** (/s/ /t/ /r/ /ē/ /t/)

11. **dress** (/d/ /r/ /e/ /s/)

12. **splash** (/s/ /p/ /l/ /a/ /sh/)

13. **log** (/l/ /o/ /g/)

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 individual sounds and have children repeat after you.

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Segment Words with
Three to Five Phonemes

work time

8.



9.



10.



11.



12.



13.



66 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Having children use their bodies in some way when segmenting sounds in a word can help them separate the sounds as well as count them. Making tic marks, sliding a bead on a string, or tapping their fingers are some ways children can use kinesthetic learning to reinforce segmenting.



guide me

Have children look at p. 67 from the Targeted Lessons Student Book and point to the 14. The picture by the 14 shows a ship. Listen closely as I say the sounds in *ship*: /sh/ /i/ /p/. Now say the sounds with me: /sh/ /i/ /p/. Now let's say the sounds again. This time, for each sound you hear, make a mark in one of the boxes. Say it with me: /sh/ /i/ /p/. Count your marks. How many sounds did you hear? (three)


Now put your finger on the 15. This picture shows a train. Listen closely as I say the sounds in *train*: /t/ /r/ /ā/ /n/. Say the sounds with me: /t/ /r/ /ā/ /n/. Now make a mark in one of the boxes each time you say a sound: /t/ /r/ /ā/ /n/. Count your marks. How many sounds did you hear? (four)

Continue the routine with 16 *pot* and 17 *branch*. For each picture, have children listen to the segmented word and then segment it themselves, making a mark for each sound. Guide children to determine the number of sounds in each word. (The word *pot* has three sounds: /p/ /o/ /t/. The word *branch* has five sounds: /b/ /r/ /a/ /n/ /ch/.)

Segment Words with
Three to Five Phonemes **17**

➔ guide me

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PHONOLOGICAL AND PRINT AWARENESS
67

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PHONOLOGICAL AND PRINT AWARENESS

work time

Have children look at p. 68 from the Targeted Lessons Student Book. Help them name the pictures on the page: *plane, beach, stamp, clock*. Point to the 18. 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 for 19–21.

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: *hat*. (/h/ /a/ /t/) Continue with these words: *sleep* (/s/ /l/ /ē/ /p/), *help* (/h/ /e/ /l/ /p/), *print* (/p/ /r/ /i/ /n/ /t/), *blend* (/b/ /l/ /e/ /n/ /d/).

reflect


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

17 Segment Words with Three to Five Phonemes


work time

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19. 

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21. 

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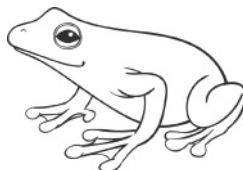
Segment Words with Three to Five Phonemes

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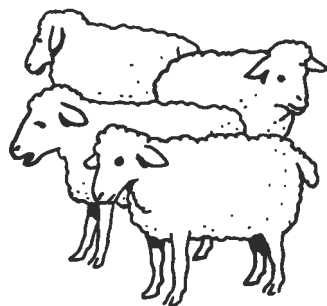


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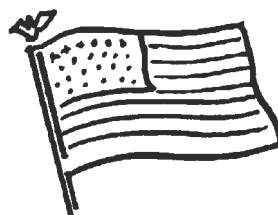


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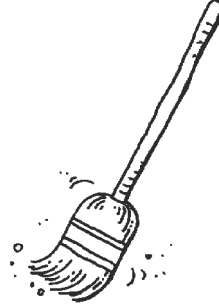


work time

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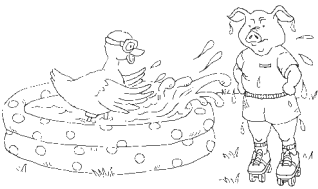
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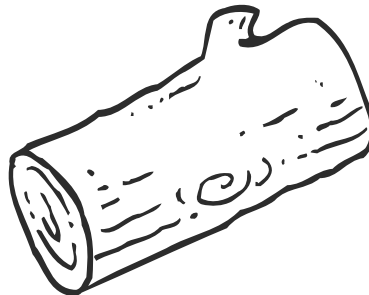
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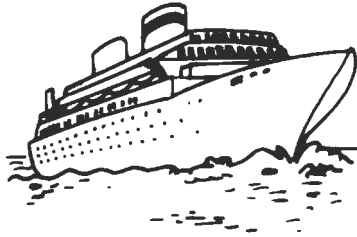


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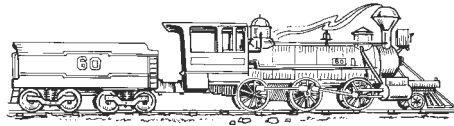
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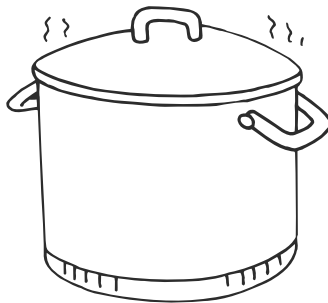
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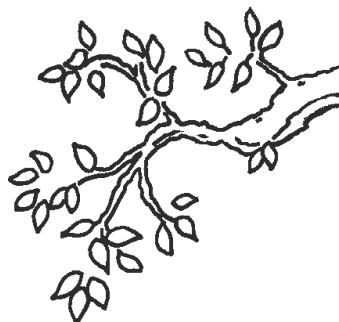
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work time

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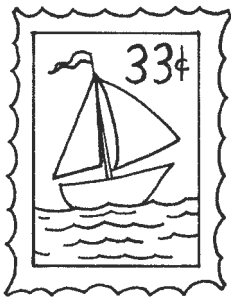
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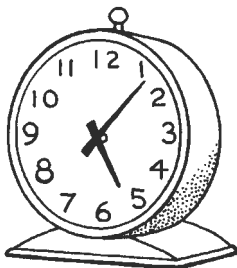
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