

Date: _____

Segmenting 2 Phoneme Words (stop sounds)

PLAN

Component: Phonological Awareness

Instructional Activity: Segmenting 2 Phoneme Words (stop sounds)

Materials Needed: N/A



Approximate Time:

5 minutes



Click here for video example

✓ Individual

✓ Small Group

✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn how to segment a word into two sounds. This time, the first sound in the word will be one that cannot be held. You'll know you have it when you can correctly segment words without any help.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

We are going to *segment*, or stretch out, words with two sounds. When we *segment* sounds, we say the sounds in a word slowly and smoothly so we can hear each sound clearly. When a word begins with a sound that cannot be held, we have to say that sound quickly and move right on to the next sound in the word. I'll show you what I mean.

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I DO IT!

Demonstrate. *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

I'm going to show you how to segment the sounds in the word *toe*. *Toe* begins with a sound you can't hold. I have to say it quickly, then move right on to the next sound. Watch and listen.

The word is *toe*. Hold up the pointer finger on each hand and bring them together in front of you.

The sounds in the word *toe* are /t/ (quickly move right pointer finger to the right) /ōōō/ (move left pointer finger to the left).

Because the sound /t/ is a stop sound, there will be a very short break between that sound and the sound /ōōō/. Don't try to connect the two sounds. However, make the break minimal.

My turn again. The word is *bay*. Hold up the pointer finger on each hand and bring them together in front of you. /b/ (quickly move right pointer finger to the right) /āāā/ (move left pointer finger to the left).

*Teacher tip: Be careful to say consonant sounds clearly. Do not add **any** voice to an unvoiced consonant--/f/, /h/, /k/, /p/, /s/, /t/, /ch/, /sh/ and /th/ (as in think) are unvoiced. And add only a tiny bit of voice to the voiced consonants--/b/, /d/, /g/, /j/, /l/, /m/, /n/, /r/, /v/, /w/, /y/, and /z/. Do NOT say /buh/ or /muh/!*

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WE DO IT!

Provide guided practice.

Let's try it together!

Hold your pointer fingers in front of you, touching. You might model this and simply say, *Do what I do.*

The word is *day*. What word? Students: *day*

Do it with me. Stretch the sounds in the word *day*.

/d/ Teacher quickly moves right pointer finger away while students move left pointer finger away (mirror image).

/āā/ Teacher moves left pointer finger away while students move right pointer finger away (mirror image).

Let's do another one together.

The word is *pie*. What word? Students: *pie*

Do it with me. Stretch the sounds in the word *pie*.

/p/ Teacher quickly moves right pointer finger away while students move left pointer finger away (mirror image).

/īī/ Teacher quickly moves left pointer finger away while students move right pointer finger away (mirror image)

Follow the routine to practice segmenting the sounds /ch...ōō/ (*chew*) and /t...ēēē/ (*tea*).



If students need support with:	Then try this:
Identifying the parts of the word...	Back up and have them practice using a rubber band or slinky to 'stretch' the words slowly – this way they can hear each of the sounds in the word.

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YOU DO IT!

Provide independent practice.

Your turn. You will segment the word by yourself. I'm going to call on one of you at a time to segment a word. Everyone will say the word after me, but only the student whose name I call should stretch and say the sounds in it. The rest of you should think the answer in your heads.

The word is *go*. What word? All students respond: *go*
(Student name), segment the sounds in *go*.

Designated student ONLY: /g...ōōō/ Prompt students to use hand motions, if needed.

Repeat the routine with 2-3 students using words in the list.

Great job stretching your words and segmenting! You learned how to break a word into two parts!

Word List:

tee /t...ēēē/

by /b...īīī/

too /t...ōōō/

key /k...ēēē/

dough /d...ōōō/

ASSESS

Assess students (formally or informally). Determine the level of mastery for the stated objective.

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/ EXTEND

Enrichment/Extension. Provide enrichment and extension activities for students who need less support.

If this is easy for some of your students, try moving them to words with three phonemes!