

Date: _____

Segmenting 3 Phoneme Words (mixed sounds)

PLAN


Component: Phonological Awareness

Instructional Activity: Segmenting 3 Phoneme Words (mixed sounds)

Materials Needed: N/A

 **Approximate Time:**

5 minutes

 [Click here for video example](#)

✓ Individual

✓ Small Group

✓ Large Group

OBJECTIVE

State the objective(s).

Today you will learn how to segment words with three sounds. Some of the sounds will be sounds you can hold, and others will be sounds you can't hold. You'll know you have it when you can correctly segment words without any help from me.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

We are going to *segment*, or stretch out, words with three sounds. When we *segment* sounds, we say the sounds in a word slowly and smoothly so we can hear each sound clearly. If a word begins with a sound that can be held, we say that sound until we start saying the next sound. 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.*

This time, I'm going to use my fingers as we segment the sounds. Watch and listen.

Teacher tip: You may use either hand, but students need to see your fingers moving from left to right, like text. If you use your left hand, put your elbow on the table (or on a pretend table if you're standing) with your palm facing the students, then make a fist. If you use your right hand, your palm should face you. Either way, start counting with your index finger.

I'm going to segment the word *match*. That means I'm going to say the sounds in the word *match* slowly and smoothly.

Watch and listen: /mmm/ hold up first finger /ăăă/ hold up second finger /ch/ hold up third finger.

There are three sounds in *match*! I held each sound until I started saying the next sound.

My turn again. The word is *gum*. Watch and listen: /g/ hold up first finger. Jump quickly off of the /g/ and start saying the next sound: /üüü/ hold up second finger /mmm/ hold up third finger.

There are three sounds in the word *gum*! I had to say the sound /g/ quickly, because it can't be held. I moved right on to the next sound.

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WE DO IT!

Provide guided practice.

Let's try it together!

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

Let's segment the sounds in the word *lake*. Do it with me! Students and teacher hold up a finger for each sound, starting with the pointer finger, and say /l...āā...k/.

Let's do another one together. The word is *guess*. What word? Students: *guess*

Let's segment the sounds in the word *guess*. Do it with me! Students and teacher hold up a finger for each sound, starting with the pointer finger, and say /g...ěě...sss/.

Follow the routine to practice segmenting the words *phone* (/fff...ōōō...nnn/) and *deed* (/d...ēēē...d/).



If students need support with:	Then try this:
Taking the words apart...	Try using manipulatives (chips or counting bears) - you could even use sound boxes that have the correct number of boxes (3) as a scaffold as they learn, then remove the sound boxes.

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YOU DO IT!

Provide independent practice.

This time, you will segment the word by yourself.

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

Segment the sounds in the word *net*. Students hold up a finger for each sound, starting with the pointer finger, and say /nnn...ěěě...t/.

Now, I'm going to call on one of you at a time to segment the sounds in a word. Everyone will repeat the word, but only the student whose name I call should segment the sounds. The rest of you should think the answer in your heads.

Listen. The word is *soap*. What word? Students: *soap*

(Student name), segment the sounds in the word *soap*.

Designated student ONLY should hold up a finger for each sound and say /sss...ōōō...p/.

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

Did you see what you did? You broke words into three parts! Amazing!

Word List:

goat /g...ōōō...t/
lip /lll...līī...p/
type /t...līī...p/
not /nnn...ōōō...t/
pat /p...āāā...t/

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 too easy for some students, try some words with initial or final blends and see if they can break those apart!