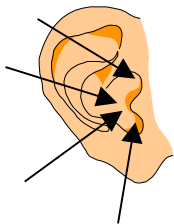


**OBJECTIVE:** The student will segment words into phonemes.

Phonological  
Awareness



(adapted from Texas  
Center for Reading  
and Language Arts,  
2000b)

**INSTRUCTIONAL CONTENT:**

- Phonemic Awareness: Segmenting /a/ CVC words

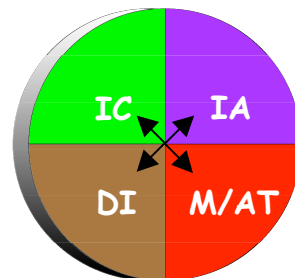
**INSTRUCTIONAL ACTIVITY:**

- *Finger Phonemes*

**Purpose:** This activity teaches the student to segment words into phonemes using *his or her* fingers to represent the phonemes.

**MATERIAL/AT:**

- Word list for the teacher consisting of /a/ CVC words




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**DELIVERY OF INSTRUCTION:**

**Grouping:** *One-on-one with the teacher*

1. Sit beside the student and position your writing arm on the table with your elbow down and your hand up. Begin with your hand in a loose fist with the palm of your hand facing away from you. You will raise one finger to represent each phoneme in a word, beginning with your index finger.
2. Say a CVC word with a medial /a/ (e.g., **fat**).
3. Segment the word (**fat**) into phonemes by saying the word slowly and extending a finger for each sound.
  - Say /f/ and extend your index finger.
  - Say /a/ and extend your middle finger.
  - Say /t/ and extend your ring finger.
4. Relax your fingers back onto your hand (rest position) and repeat the word (**fat**).
5. Have the student place his or her arm in the same position.
6. Say a three-phoneme word with the /a/ sound (e.g., **nap**).
7. Instruct the student to repeat the word (**nap**).
8. Have the student segment the word into phonemes by saying the word slowly and extending a finger for each sound.

The student says /n/ and *extends his or her index finger.*

The student says /a/ and *extends his or her middle finger.*

The student says /p/ and *extends his or her ring finger.*

9. *Have the student relax his or her fingers back onto the hand (rest position) and say the word (**nap**).*

*Variation: Have the student put the writing hand in front of his or her mouth to feel the breath produced by each sound and the whole word.*

10. *Continue with this procedure using other CVC /a/ words (e.g., **fan, lap, sad**).*

#### PROGRESS MONITORING:

After the lesson, record the student's responses, using plus signs for correct responses and minus signs for incorrect responses.

Student	Words	Segmenting (+) or (-)	Notes

Periodically, conduct assessments using state-approved early reading instruments to ensure that the student is making progress toward his or her annual goal.