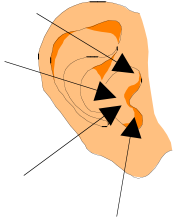


OBJECTIVE: The student will segment words into phonemes.

Phonological
Awareness



(adapted from Blachman,
Ball, Black, & Tangel,
2000)

INSTRUCTIONAL CONTENT:

- Phonemic Awareness: Segmenting VC, CVC, and CCVC words

INSTRUCTIONAL ACTIVITY:

- Say It and Move It
Purpose: This activity teaches students to segment words into phonemes using concrete representation of the phonemes.

MATERIAL/AT:

- Say It and Move It Mat per person
- Several plastic counter chips per person
- Word list for the teacher

DELIVERY OF INSTRUCTION:

Grouping: Whole class divided into small homogeneous groups of three to four students

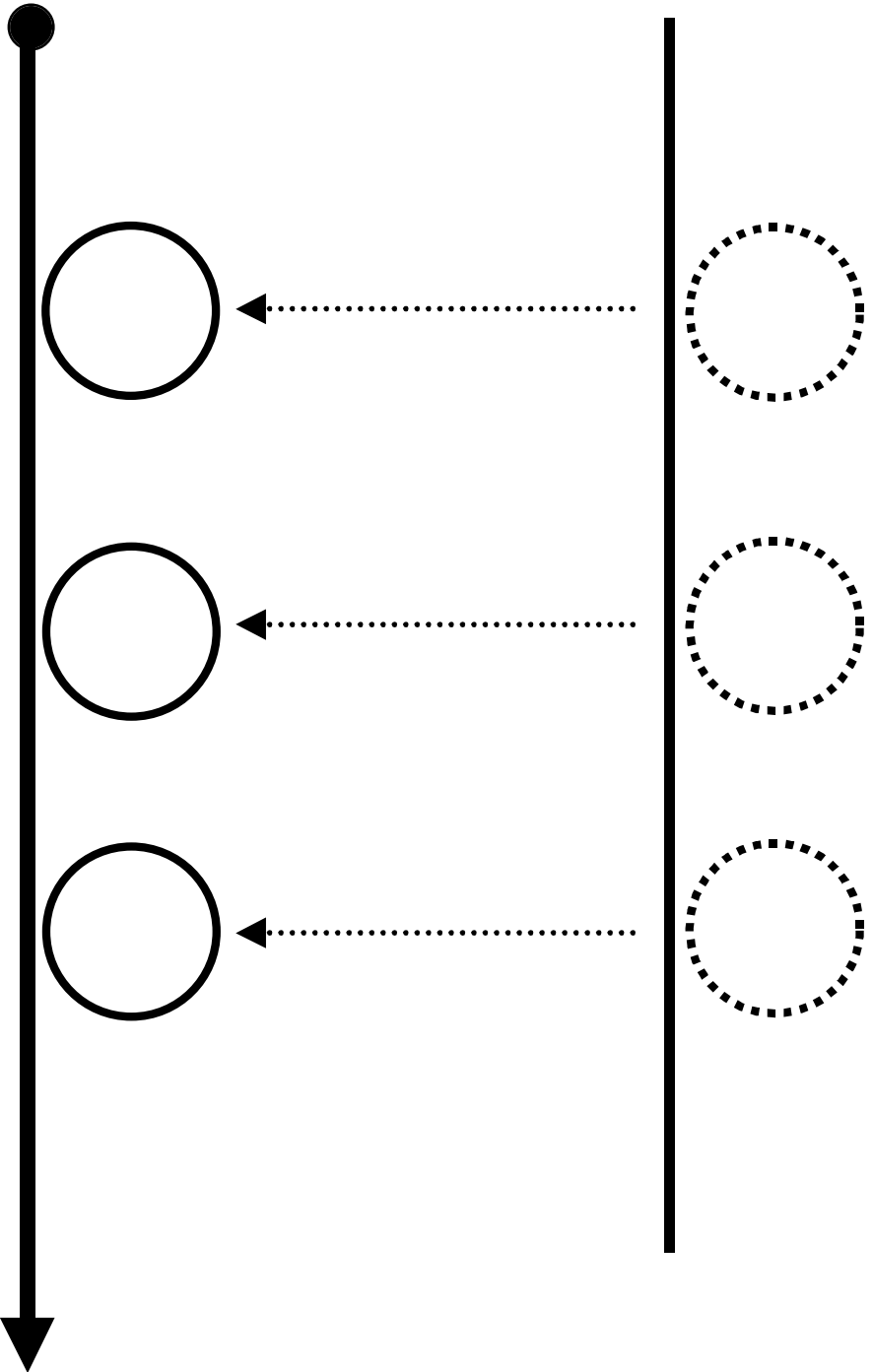
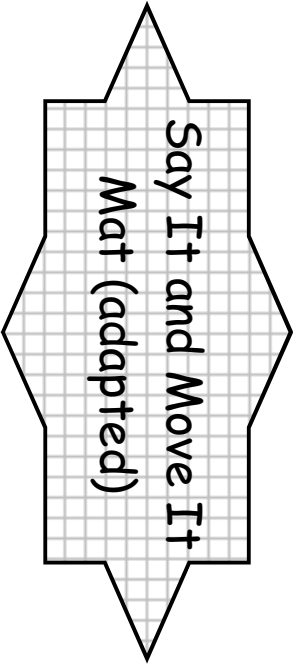
1. Place your Say It and Move It Mat facing the students and put three chips above the solid line at the top of the mat.
2. Say a VC, CVC, or CCVC word (e.g., **sip**).
3. Segment the word (**sip**) into phonemes by saying each sound and moving the chips.

Say /s/ and move the first chip down to the dot on the arrow line.

Say /i/ and move the second chip down to the right of the first chip on the arrow line.

Say /p/ and move the third chip down to the right of the second chip on the arrow line.

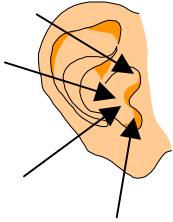
4. Repeat the word while sliding your finger below the chips in a left-to-right sequence (e.g., **ssiip**).
5. Give each student a set of chips and a Say It and Move It Mat.
6. Have the students place their chips above the solid line at the top of their mats.
7. Say a word with 2 to 4 phonemes (e.g., **man**).



(adapted from Neuhaus Education Center, 1991)

OBJECTIVE: The student will segment words into phonemes.

Phonological
Awareness



(adapted from Blachman,
Ball, Black, & Tangel,
2000)

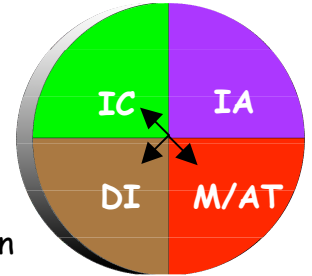
INSTRUCTIONAL CONTENT:

- Phonemic Awareness: *Segmenting /a/ and /i/ CVC words*

INSTRUCTIONAL ACTIVITY:

- Say It and Move It (adapted)

Purpose: This activity teaches students to segment words into phonemes using concrete representation of the phonemes.



MATERIAL/AT:

- Say It and Move It Mat (adapted) per person
- Three plastic counter chips per person
- Word list for the teacher consisting of /a/ and /i/ CVC words

DELIVERY OF INSTRUCTION:

Grouping: Small homogeneous group of 1-2 students

1. Place your Say It and Move It Mat (adapted) facing the student. Put three chips in the dotted-lined circles above the solid line on the mat.
2. Say a CVC word with a medial /i/ or /a/ (e.g., *sip*).
3. Segment the word (*sip*) into phonemes by saying each sound and moving the chips. Move the chips from the dotted-line circles to the solid-line circles on the arrow line using the small arrows as a guide for placement.

Say /s/ and move the first chip down to the first solid-line circle on the arrow line.

Say /i/ and move the second chip down to the next solid-line circle on the arrow line.

Say /p/ and move the third chip down to the third solid-line circle on the arrow line.

4. Repeat the word while sliding your finger below the chips in a left-to-right sequence (e.g., *ssiip*).
5. Give each student a set of chips and a Say It and Move It Mat (adapted).

6. Have the student place their chips *in the dotted-line circles* above the solid line on their mats.
7. Say a *three-phoneme word with short /a/ or /i/* (e.g., **man**).
8. Instruct the students to repeat the word (**man**).
9. Have the students segment the word (**man**) into phonemes by saying each sound and moving the chips. The students move the chips from *the dotted-line circle* down to the *solid-line circle* using *the small arrows* as a *guide for placement*.

Students say /m/ and move the first chip down to *the first solid-line circle* on the arrow line.

Students say /a/ and move the second chip down to *the next solid-line circle* on the arrow line.

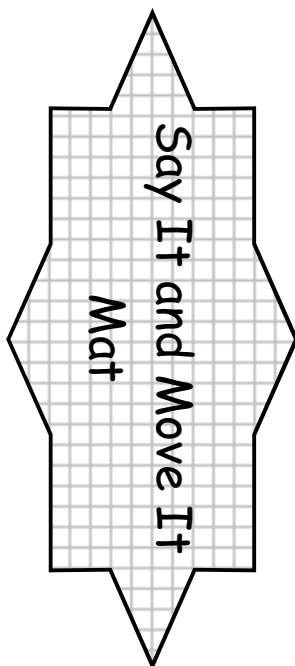
Students say /n/ and move the third chip down to *the third solid-line circle* on the arrow line.
10. Have the students repeat the word while sliding their finger below the chips in a left-to-right sequence (e.g., **mmaann**).
11. Continue this procedure using other *CVC /i/ and /a/ words* (e.g., **mat, lid, nap**).

PROGRESS MONITORING:

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

| Students | Words | Segmenting (+) or (-) | Notes |
|----------|-------|--------------------------|-------|
| | | | |
| | | | |
| | | | |

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



Effective Instruction for Struggling Readers: Research-Based Practices
PHONOLOGICAL AWARENESS
© 2003 UT System/TEA



(adapted from Neuhaus Education Center, 1991)

8. Instruct the students to repeat the word (**man**).
9. Have the students segment the word (**man**) into phonemes by saying each sound and moving the chips. The students move the chips down to the arrow line.

Students say /m/ and move the first chip down to the dot on the arrow line.

Students say /a/ and move the second chip down to the right of the first chip on the arrow line.

Students say /n/ and move the third chip down to the right of the second chip on the arrow line.

10. Have the students repeat the word while sliding their finger below the chips in a left-to-right sequence (e.g., **mmaann**).
11. Continue this procedure using other VC, CVC, and CCVC words that are at the students' level.

Note: This activity also can be used for segmenting words into syllables (e.g., /wall/ /pa/ /per/) instead of sounds, perhaps using a different manipulative to represent syllables. This would be a change of instructional content.

PROGRESS MONITORING:

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

| Students | Words | Segmenting (+) or (-) | Notes |
|----------|-------|--------------------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Periodically, conduct assessments using state-approved early reading instruments to ensure that each student is making progress toward the annual goal set for the student.