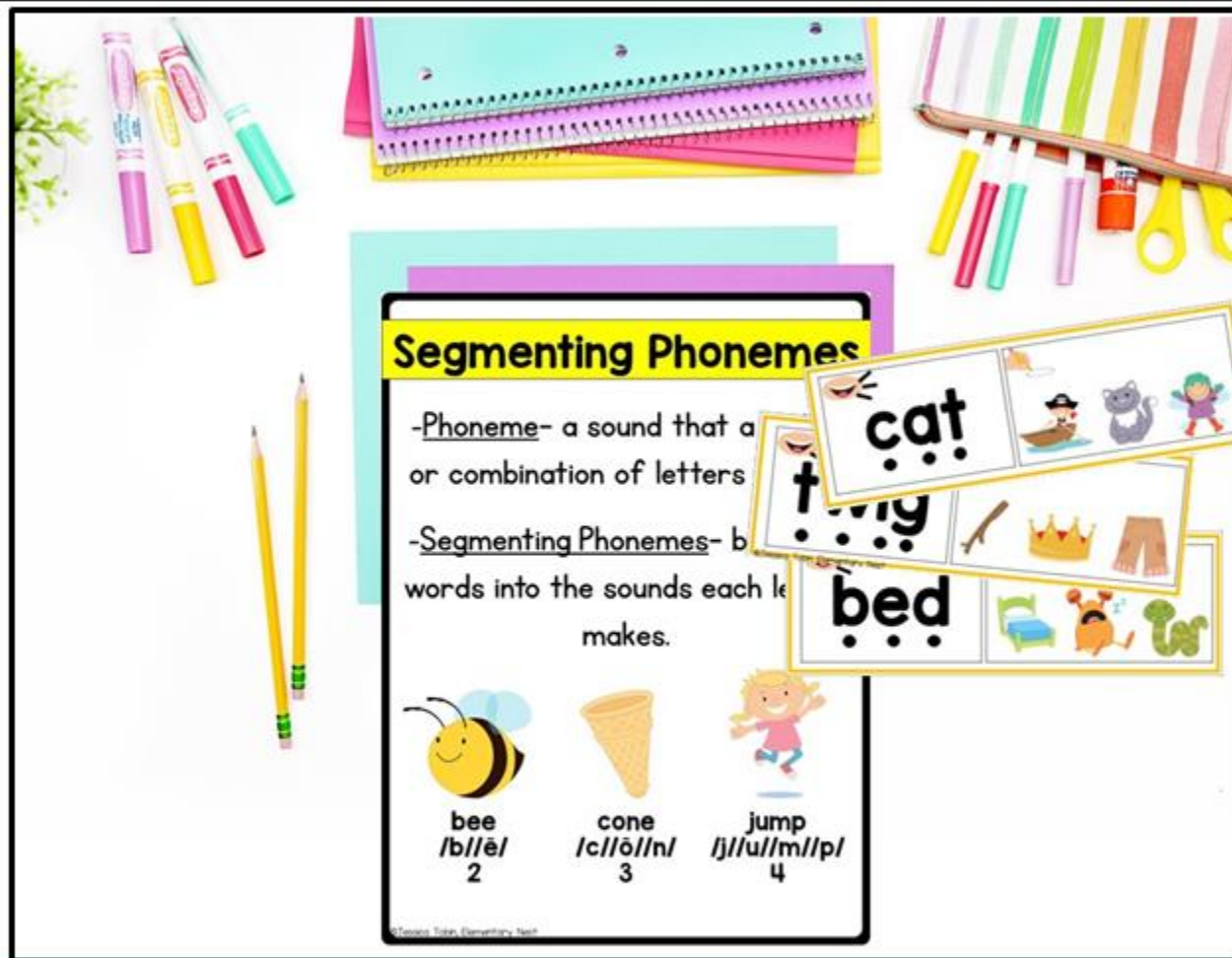


Phoneme Segmentation



Aligned with Common Core & Science of Reading

What Teachers Have Said...



"I bought this as part of a bundle of Reading Foundational Skills to use with my 3rd grade reading intervention students who are also ELL. Having the connection between the pictures and the words, the colors, and wide variety of activities has been helpful to my English learners who need those visual cues."

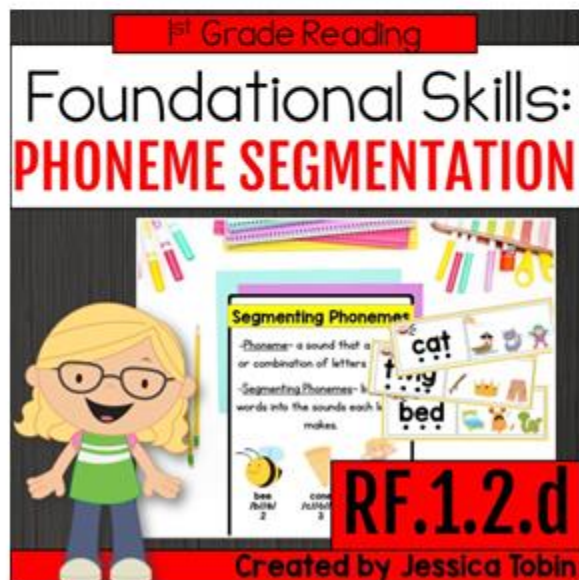
"This resource has really helped to reinforce these skills."

"This is wonderful to use for remediation of students in a small group."

RF.1.2.d

This ELA unit provides resources to use while teaching the standard **RF.1.2.d**, which states that students will be able to

"Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)."



Using This Unit

Let's look at the structure of this unit.

Pre-Assessment

- There is one-page assessment included at the beginning of this unit. It also comes with a script and structured directions so that you can assess the students on the true skill and not their reading comprehension.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your ELA block. For Foundational Skills, I suggest at least 10 minutes for your mini lesson at least twice a week, then 15-20 minutes+ for practice time (which can be done during small group, centers, or learning stations). Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Hands-On Centers

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Interactive Notebook Pieces

- Use these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is two-page assessment included at the end of this unit. It also comes with a script and structured directions so that you can assess the students on the true skill and not their reading comprehension.

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Lesson Plan #1

There is a lesson plan outline in this unit. Each lesson plan comes with 3-4 activities. They vary from whole group to partner to independent activities.

4th Grade Foundational Skills Lesson 1
RF.1.2.d Lesson 1
I can segment words into individual sounds.
I can count the phonemes in a word.

Segment spoken single-syllable words into complete sequence of individual sounds.

Mini-Lesson Focus:
How to Segment Words into Phonemes

Activities to Teach

Step 1: Teacher will introduce the phonemes on chart (or create their own) and discuss with students. Then, teacher will display a picture card and ask students to sound each phoneme out with their voice. As they pronounce each sound, the teacher will write the sound on the chart. (Use a black (or other small font) on the chart to represent each sound they hear.)

Step 2: Students will work with partners. Each group will get the half-sheet mat and three picture cards. The teacher will display a card and ask students to sound each phoneme out with their voice. Then, students will work together to segment the word into its individual sounds. They will use the chart to represent each sound they hear. So far, bee, the students will tap to move two chips/tokens for /b/ /e/ /e/.

Step 3: Students will work with a new partner and get a grid with images. They will work to segment each image, sounding the phonemes out. Teacher will review the chart.

Segmenting Phonemes

-Phoneme- a sound that a letter or combination of letters makes.

-Segmenting Phonemes- breaking words into the sounds each letter makes.

bee /b/ /e/ /e/ 3
cone /c/ /o/ /n/ /e/ 4
jump /j/ /u/ /m/ /p/ 4

Say It, Tap It, Map It

Tap It, Map It

cat, bee, fish, goat, dog, key, frog, crab, car, swimmer

Lesson Plan #2

1st Grade Foundational Skills Lesson 1

RF.1.2.d Lesson 2

I can segment words into individual sounds.
I can count the phonemes in a word.

Segment spoken single-syllable words into complete sequence of individual sounds.

Mini-Lesson Focus:
Counting Phonemes

Activities to Teach

Step 1: Teacher will review the anchor chart from day/lesson 1. Then, students will participate in a Pair-Share activity. They will mix up around the room and pair up with a new partner, and share how many phonemes are in a word after sounding the word together.

Step 2: Students will work with a partner to complete a card out of a pile. On this card, they will see a picture of an object. They have to say aloud and sound out the word, and then they will mark an X for each phoneme they hear in the word.




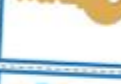

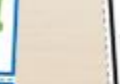





Step 3: Students will work with another partner to complete a soundsort. They will draw a picture of an object, segment the word into phonemes, then sort the card under the 2, 3, or 4 phoneme category.

2 Sounds












3 Sounds

4 Sounds


Example:

Example:

Example:


X X X

Lesson Plan #3

1st Grade Foundational Skills Lesson 1

RF.1.2.d Lesson 3

I can segment words into phonemes.
I can count the phonemes in a word.

Segment spoken single-syllable words into a complete sequence of individual sounds (phonemes).

Mini-Lesson Focus:
Associating Letters with Phoneme Sound

Activities to Teach:

Step 1: Teacher will model how to write given letters for phoneme sounds. He or she will draw a picture/sound box card. They will say the word aloud and segment it into phonemes. Then, the teacher will write a letter to represent each sound they hear. (Teacher should also remind students that this does not work for all words and spelling patterns.)

Step 2: Students will work with a partner to "drag" letters into sound boxes. Each picture card will have sound boxes with letters underneath. They will put a finger on the first letter and pronounce each sound out as they "drag" the letter into the sound box.

Step 3: Students will work independently to draw a word strip. They will read each word aloud by sounding each letter out, then circling the picture that matches the word.

Word Cards:

- rug
- cap
- jump
- sit
- men
- mask
- hot
- bed
- drum
- jam

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Centers

For even more practice, you can use these centers to use during your unit or throughout the year as spiraling review.

Center 1: Say the word aloud, then touch the circles to sound out each phoneme in the word. RF.1.2.d

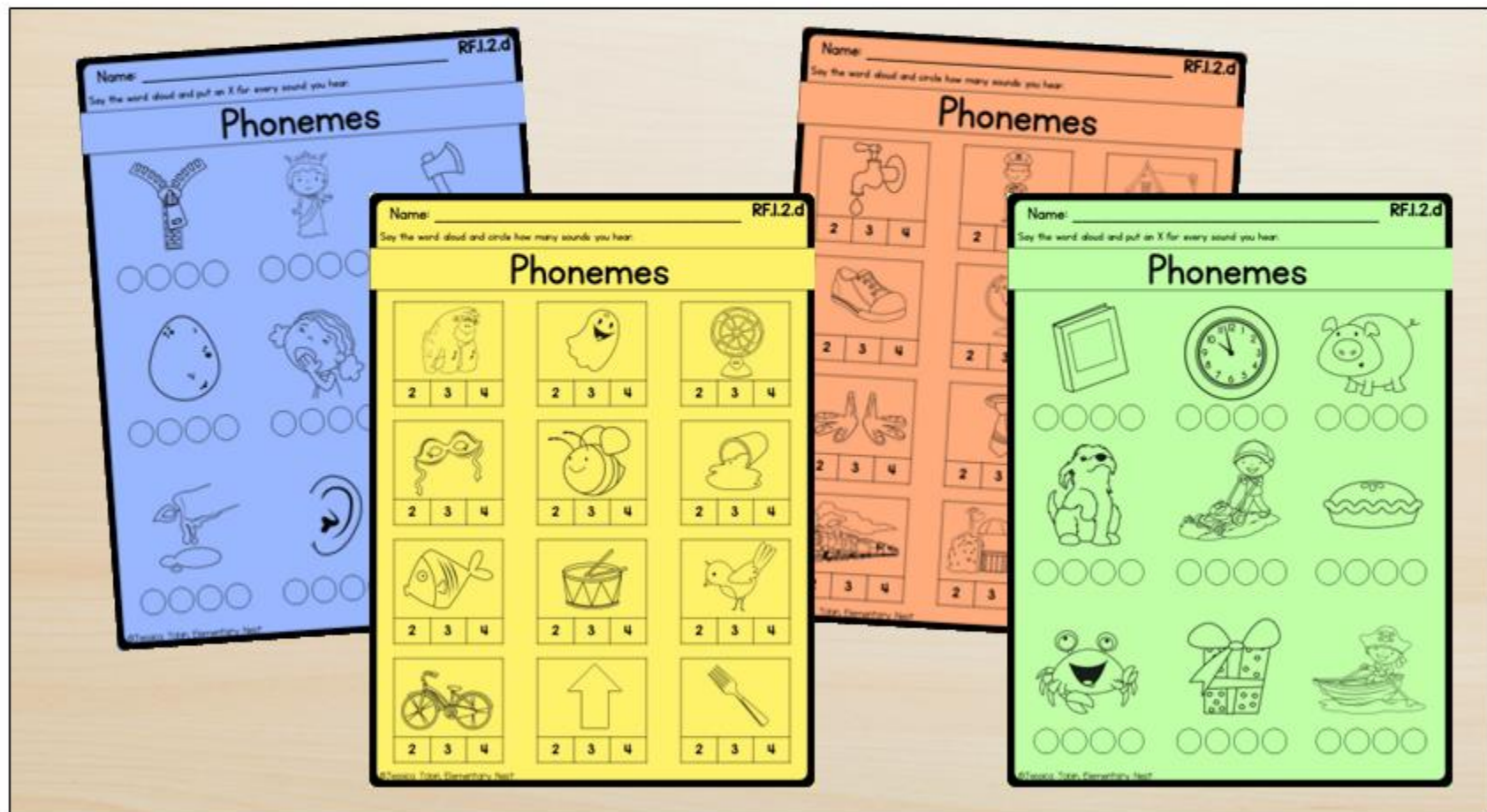
Center 2: Color in a circle for every sound you hear. RF.1.2.d

Center 3: Circle how many sounds you hear in each word. RF.1.2.d

Center 4: Sort the words by how many sounds you hear. RF.1.2.d

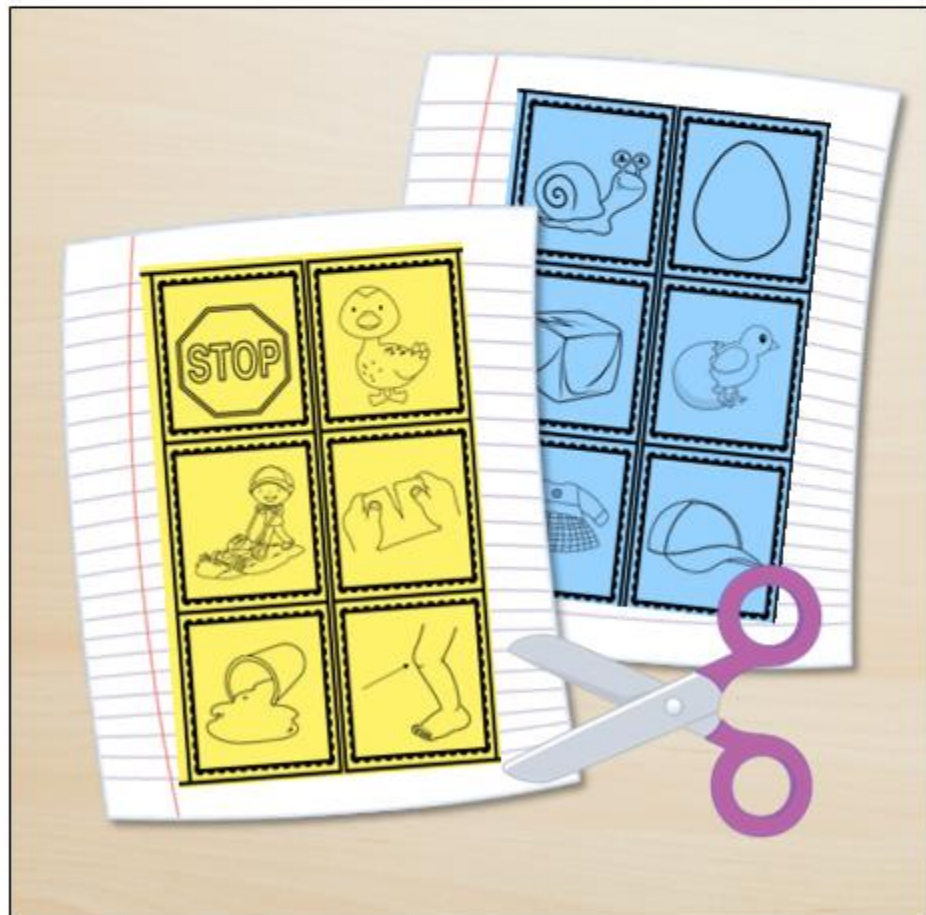
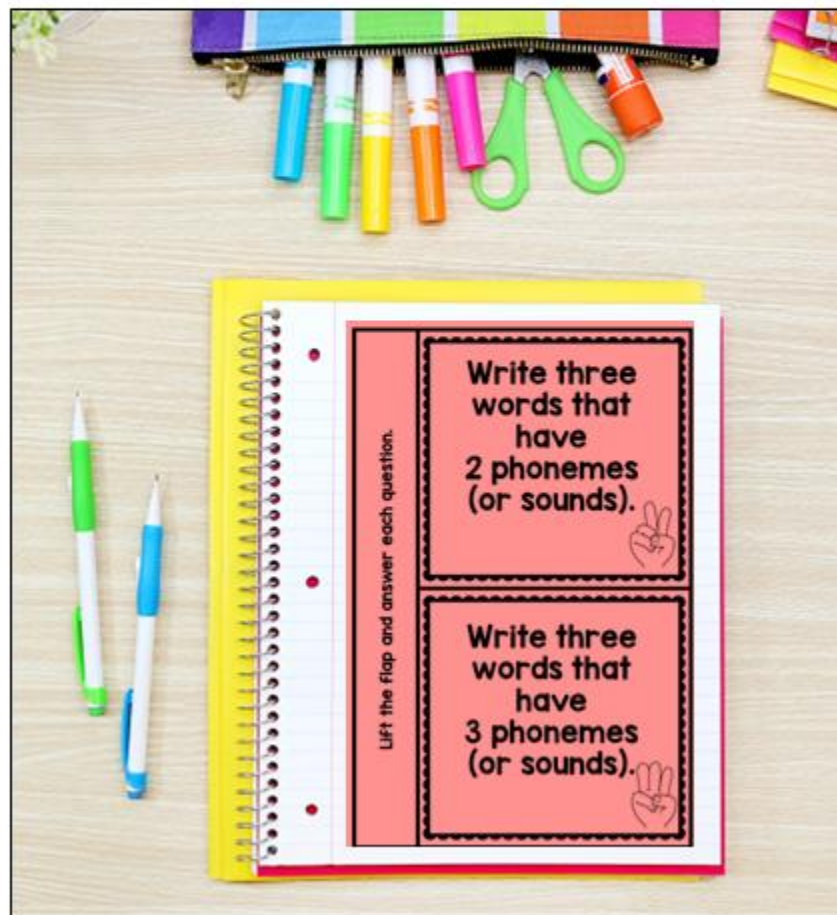
Graphic Organizers

You're also provided with graphic organizers to use during your unit, as assessments, as morning work, or throughout the year as review.



Interactive Notebook Pieces

You're also provided with interactive notebook pieces to use within your grammar notebook. This will be cut and glued into a notebook.



Assessment

This comes with a pre- and post-assessment. Each come with a script and an answer key.

