



Activity: Segmenting

“Reading Rope” Strand: Phonological Awareness

Rationale

When students are aware of phonemes, they are aware of the individual speech sounds in words or syllables.

- Materials:**
- Activity 1: none
 - Activity 2: none
 - Activity 3: Elkonin boxes; manipulative
 - Activity 4: manipulatives; cubes
 - Activity 5: picture cards
 - Activity 6: picture cards
 - Activity 7: picture cards

- Description of Activities:**
- Activity 1: Segmenting Individual Phonemes**
- Teacher says a word.
 - Students segment the word.
 - Students can show the segmented phonemes by tapping their fingers to their thumb for each phoneme, raising a finger for each phoneme, or using their hands to “chop” each sound.

zoo /z/ /oo/	egg /e/ /g/	say /s/ /ae/	cup /k/ /u/ /p/
like /l/ /ie/ /k/	moon /m/ /oo/ /n/	same /s/ /ae/ /m/	sit /s/ /i/ /t/
zoom /z/ /oo/ /m/	beg /b/ /e/ /g/	cat /k/ /a/ /t/	cone /k/ /oe/ /n/
lunch /l/ /u/ /n/ /ch/	swim /s/ /w/ /i/ /m/	limes /l/ /ie/ /m/ /z/	box /b/ /o/ /k/ /s/

Activity 2: Scavenger Hunt (Beginning Sounds)

- Teacher says: “Find something in the classroom that begins with the sound _____.”
 - Example:
Teacher: “Find something in the classroom that begins with the sound /m/.”
Students: Students identify items such as markers, maps, mats, etc.



Description of Activities:

Activity 3: Segmenting Individual Phonemes

- Students use manipulatives (connecting cubes, chips, etc.) to segment phonemes in spoken words.
- Students push one manipulative in each box while segmenting the phonemes of the word (Elkonin boxes provided).

she /sh/ /e/	ate /ae/ /t/	go /g/ /oe/	may /m/ /ae/
fish /f/ /i/ /sh/	like /l/ /ie/ /k/	mess /m/ /e/ /ss/	nice /n/ /ie/ /s/
lamp /l/ /a/ /m/ /p/	sand /s/ /a/ /n/ /d/	twig /t/ /w/ /i/ /g/	limes /l/ /ie/ /m/ /z/
branch /b/ /r/ /a/ /n/ /ch/	craft /k/ /r/ /a/ /f/ /t/	dreads /d/ /r/ /e/ /d/ /z/	frames /f/ /r/ /ae/ /m/ /z/

Activity 4: Identify the Position

- Teacher tells the students a two or three phoneme word.
- Students segment the phonemes using manipulatives and connecting cubes.
- Teacher asks the students, “Where is the /_/_/ in the word ____?”
 - Examples:
 - “Where is the /a/ in the word **add**?”
 - “Where is the /ie/ in the word **hi**?”
 - “Where is the /f/ in the word **fish**?”
 - “Where is the /ee/ in the word **meet**?”
 - Where is the /z/ in the word **nose**?”

Activity 5: Isolating Beginning Sounds

- Teacher will place pictures cards in front of the student (provided).
- The students will identify the animal in the picture and identify the beginning sound of the animal name.

Activity 6: Isolating Medial Sounds

- Teacher will place pictures cards in front of the student (provided).
- The students will identify the food in the picture and identify the medial sound of the food name.



**Description
of Activities:**

Activity 7: Isolating Ending Sounds

- Teacher will place pictures cards in front of the student (provided).
- The students will identify the clothing item in the picture and identify the final sound of the clothing item name.



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Animal Cards for Activity 5

TIGER

beginning sound: /t/



LION

beginning sound: /l/



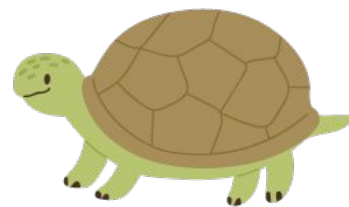
PENGUIN

beginning sound: /p/



TURTLE

beginning sound: /t/

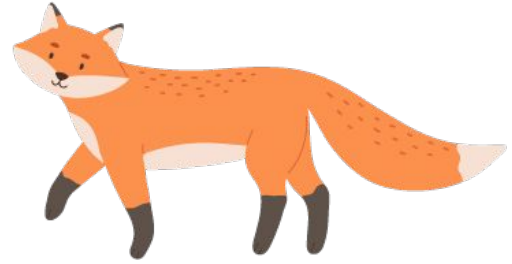




Animal Cards for Activity 5

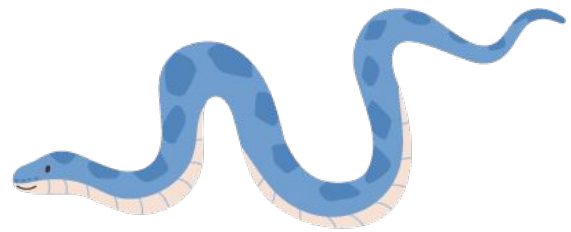
FOX

beginning sound: /f/



SNAKE

beginning sound: /s/



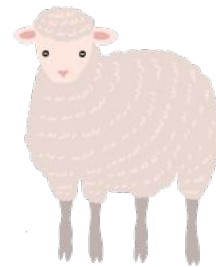
GIRAFFE

beginning sound: /j/



SHEEP

beginning sound: /sh/





Animal Cards for Activity 5

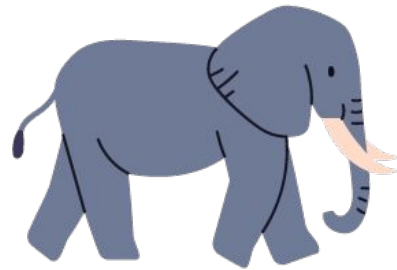
RACCOON

beginning sound: /r/



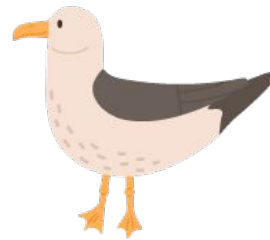
ELEPHANT

beginning sound: /e/



BIRD

beginning sound: /b/



MONKEY

beginning sound: /m/

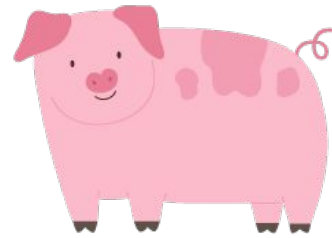




Animal Cards for Activity 5

PIG

beginning sound: /p/



DOG

beginning sound: /d/



ZEBRA

beginning sound: /z/



CRAB

beginning sound: /k/





Animal Cards for Activity 5

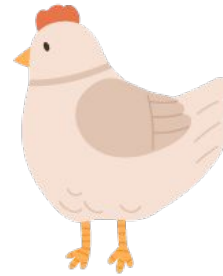
RABBIT

beginning sound: /r/



CHICKEN

beginning sound: /ch/

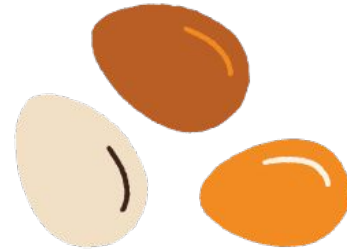




Food Cards for Activity 6

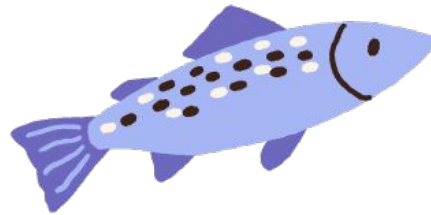
EGGS

medial sound: /g/



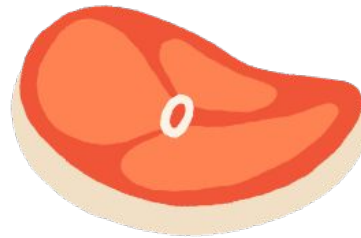
FISH

medial sound: /i/



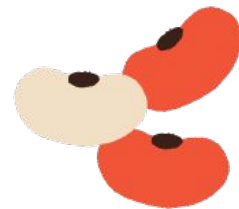
MEAT

medial sound: /ee/



BEAN

medial sound: /ee/

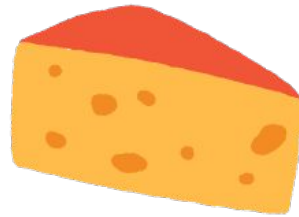




Food Cards for Activity 6

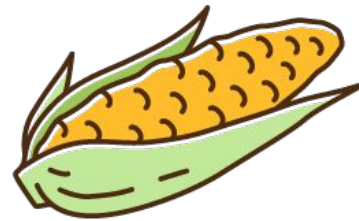
CHEESE

medial sound: /ee/



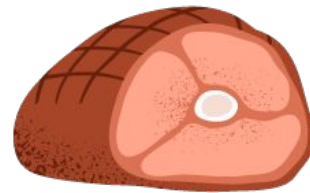
CORN

medial sound: /or/



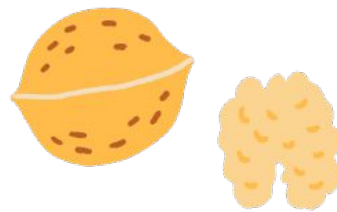
HAM

medial sound: /a/



NUT

medial sound: /u/





Food Cards for Activity 6

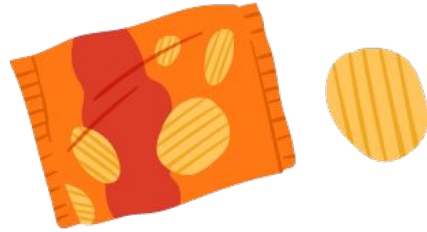
PEACH

medial sound: /ee/



CHIP

medial sound: /i/



LIME

medial sound: /ie/

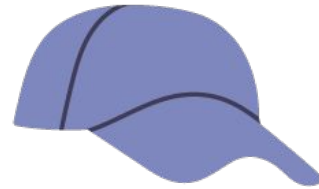




Clothing Cards for Activity 7

CAP

final sound: /p/



SHIRT

final sound: /t/



WATCH

final sound: /ch/



TIE

final sound: /ie/





Clothing Cards for Activity 7

SHORTS

final sound: /s/



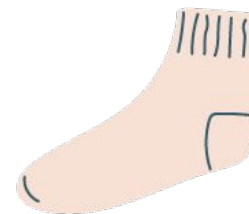
PANTS

final sound: /s/



SOCK

final sound: /k/



SHOE

final sound: /oo/





Clothing Cards for Activity 7

BELT

final sound: /t/



COAT

final sound: /t/



SCARF

final sound: /f/



GLOVE

final sound: /v/





Clothing Cards for Activity 7

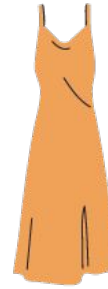
SWEATER

final sound: /er/



DRESS

final sound: /s/



SKIRT

final sound: /t/

