

# Break Apart Words

## Objective

Students will segment phonemes in words.

## Materials

- Counters (four per student)
- Handout 1: Segmenting Boxes
- Handout 2: Sample Word Lists (for teacher)

## Overview

Explicitly model this auditory activity. Then provide students with multiple opportunities for practice with corrective feedback. Incorporate segmenting into daily phonological awareness instruction.

## Activity

1. Distribute four counters and Handout 1 to each student.
2. Tell students that when you say a word, they should place a counter in a box for each sound in the word, going from left to right.
3. Model the process for students.
4. Select a word from Handout 2 and direct students to the corresponding set of boxes on their handout (for two, three, or four phonemes).
5. Read the word.
6. Provide corrective feedback as students segment the word, repeating the word as necessary.
7. Have students repeat the word.
8. Continue using words with varying number of phonemes.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). *Teacher reading academies*. Austin, TX: Author.

## Segmenting Boxes

### Two Phonemes

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### Three Phonemes

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### Four Phonemes

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## Sample Word Lists

### Two Phonemes

go	see	jay	sigh	on
bay	mow	tie	say	me
each	my	ice	up	off
day	may	by	ache	eat
an	it	pie	low	zoo
if	be	knee	age	hi
ate	he	we	tie	by

### Three Phonemes

man	dip	hop	tip	fun
chop	pup	can	shop	bone
ten	fish	sit	end	cup
sun	ran	bat	joke	back
mop	bed	bug	hid	hide
let	dug	fat	kite	slow

### Four Phonemes

told	list	must	test	lunch
mask	send	fast	hand	bump
sold	child	mind	fact	sand