



LEARNING OBJECTIVE: Segment single-syllable words into individual phonemes.

LANGUAGE OBJECTIVE: Identify individual phonemes. Segment single-syllable words into individual phonemes.

Lesson Overview

Segment two-, three-, and four-phoneme words into individual phonemes using Elkonin boxes.

Materials

- 2-4 Phoneme Flash Cards
- Elkonin box printout (one per student)
- Game pieces (four per student)

Preparation

- Cut out flash cards.
- Cut out Elkonin box printouts.



NOTE: When pronouncing phonemes, avoid adding “uh” (the schwa sound) to the letter sound (e.g., produce the sound as /t/ not “tuh”).

Teach and Model

Introduce the concept of phoneme segmentation.

Explain: **Words are made up of sounds. Hearing all the sounds in a word can help you be a better reader and speller.**

Place one page of Elkonin boxes and four game pieces on the table.

Say: **I will say the word, and we will put a game piece in the box for every sound we hear.**

Show the *hat* flashcard.

Model: **Hat. I'll move one game piece for each sound. Starting on the left, place a token in a box for each sound you say.**

Say: /h/ /ă/ /t/.

Reinforce the concept: **Hat has three sounds.**

Use flash cards and Elkonin boxes to model additional words: *wig* (three phonemes), *toast* (four phonemes), *pie* (two phonemes).

Practice and Apply: Elkonin Boxes

Give each student an Elkonin box page and four game pieces.

Say: **Now it's your turn. I'll give you a flash card. You will break up the word into sounds and place game pieces in the boxes for each sound. Then read the word.**

Give a student a flash card and provide support as needed. Students should place tokens into boxes from left to right. Continue for each student. Each student should segment and sound out at least two words.

Two phoneme flash cards: on, off, bee, ill, up, egg, zoo, knee, key, ax

Three phoneme flash cards: hat, sun, bed, yak, cat, man, fish, goat, log, jet, shell, vet

Four phoneme flash cards: flag, train, vest, lamp, stop, flute, plug, sled, sloth, clock

Practice and Apply: Secret Code

Model: **You can use your fingers to stretch the word.**

Using one hand, demonstrate touching your thumb to your fingertips, one for each sound. Then bring fingertips and thumb together as you say the whole word.

Say: **Job. /j/ /ô/ /b/. Job.**

Have students use their fingers to segment the following words with you after you model them.

Say: **Let's do a three phoneme word: wet. /w/ /ĕ/ /t/. Wet. Now you do it.**

Say, with the students: **/w/ /ĕ/ /t/. Wet.**

Repeat with the two-phoneme word *if* and the four-phoneme word *post*.

Say: **Now we are going to talk in a secret code. I'll say a word, and you say it to me stretched out.**

Each student should segment at least two words from the word bank below. Prompt students to use their fingers to segment the word as needed.

Two phoneme words: day, say, two, eat, hi, go, my

Three phoneme words: and, read, home, night, teeth, hat, rain, him, sad, fun

Four phoneme words: hand, jump, sweet, toast, blob, swim, sand, snack, crash, bright, spoon

Check Progress

Observe each student during practice and use the following activity to check progress on the target skill. If student can correctly segment two words into phonemes, consider the intervention successful.

Have students say each sound in the words in the word bank below. Give each student the opportunity to segment at least two words. If student says the word in parts rather than individual phonemes, remind the student to tell you all the sounds.

Say: **Tell me all the sounds in the word fan.**

Prompt: **I'll say the word, and you say each of the sounds in the word.**

Two phoneme words: add, at, it, so, buy, am, why, moo, new, me

Three phoneme words: big, book, not, dad, doll, five, hen, him, lap, love, fin, sock, sit, van, lip, robe, note

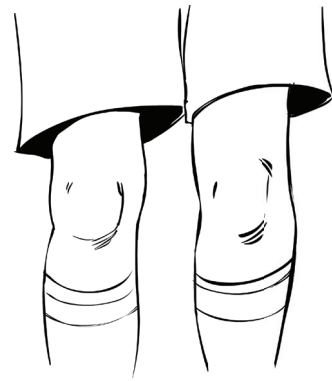
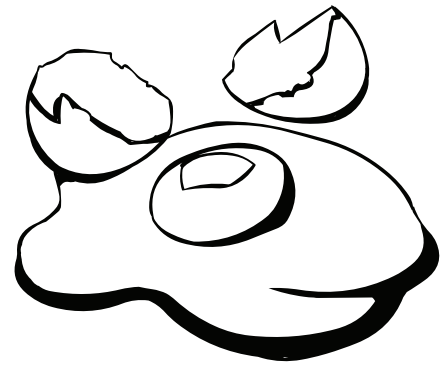
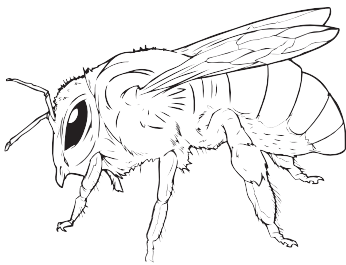
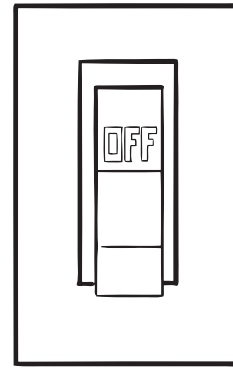
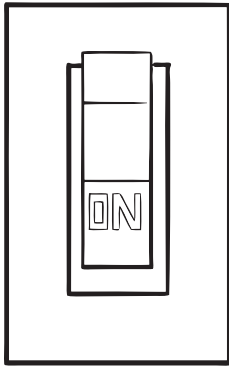
Four phoneme words: west, lump, pant, jump, lunch, dust, stick, want, most, land, lost, bump, bend

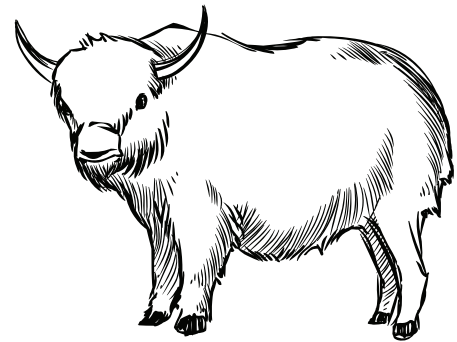
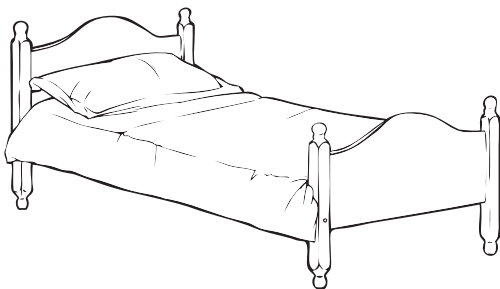
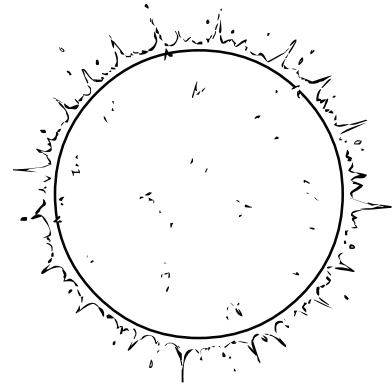
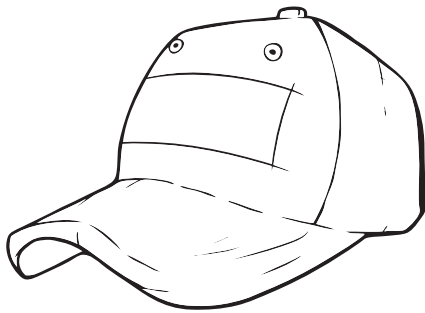
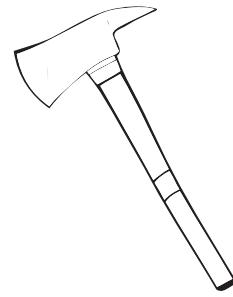
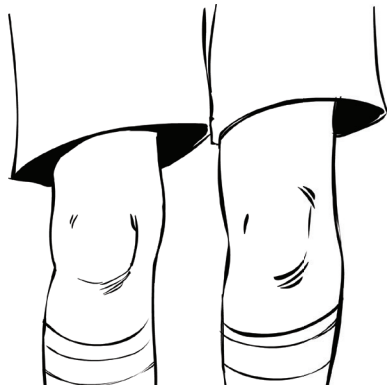
Progress Tracking Sheet

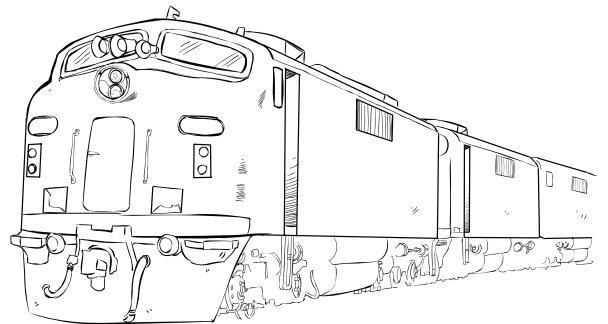
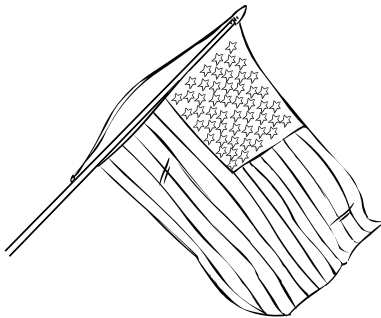
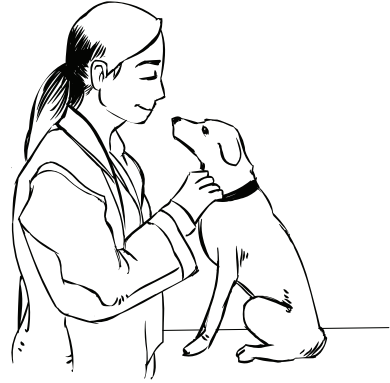
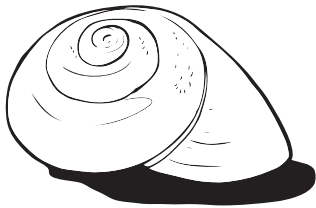
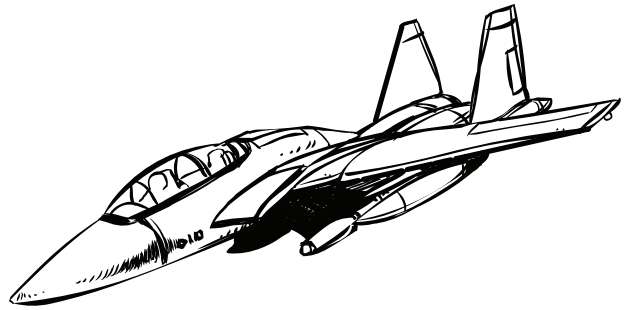
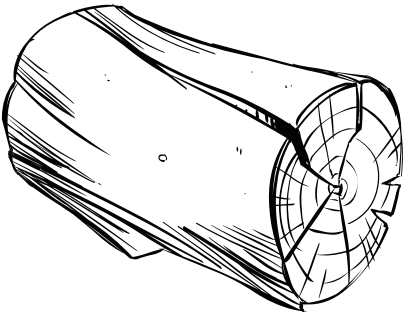
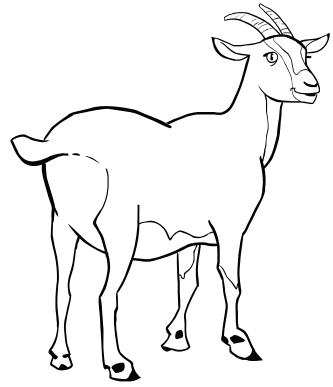
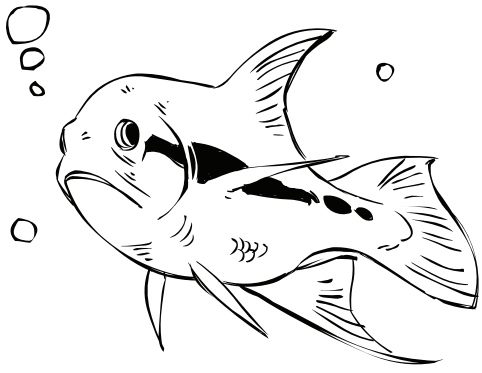
Date	Student Name	Lesson/Skill	Intervention Successful (Y/N)	Notes

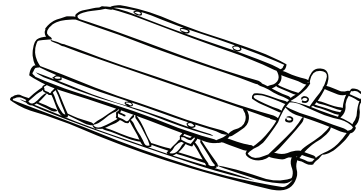
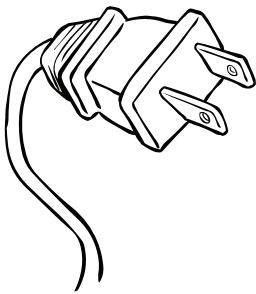
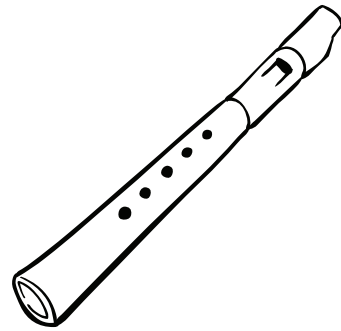
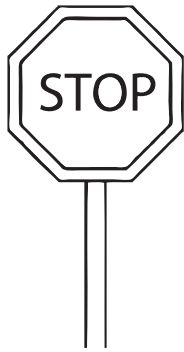
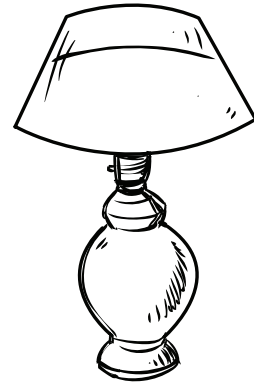
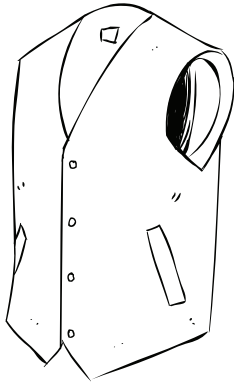
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