




# Phoneme Segmentation

Small group and independent activities

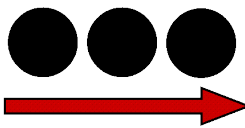





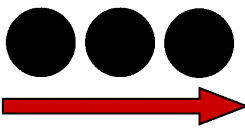

donut



glue

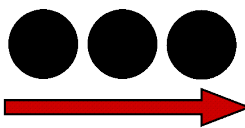

dog

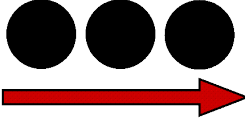

plant



top



hat





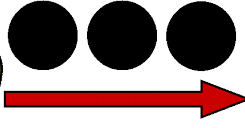





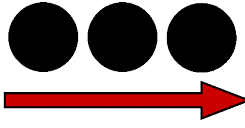
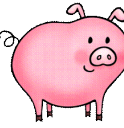
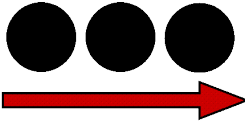


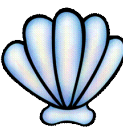


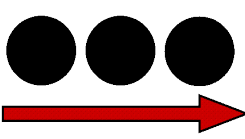
gloves














goat

bird

			
		3 4 5	2 3 4 5
			
		3 4 5	2 3 4 5
			
		2 3 4 5	2 3 4



<b>two phonemes</b>	<b>three phonemes</b>
<b>four phonemes</b>	<b>five phonemes</b>

<b>two 2</b>	<b>three 3</b>
<b>four 4</b>	<b>five 5</b>

			<b>5</b>				
			<b>9</b>				

		<b>5</b>			

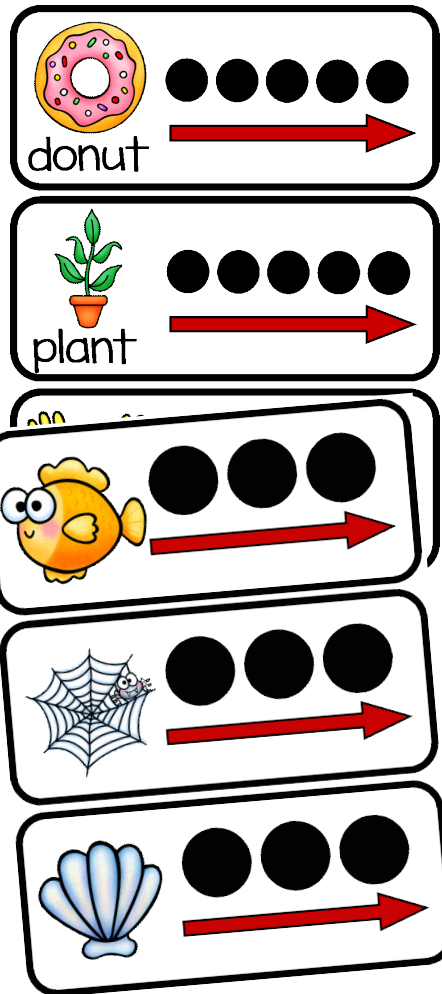




## STRETCH IT OUT

This activity can be done in small groups and then once mastered, moved to centers. There are two formats: one that has words and one without words. This activity teaches students one-to-one correspondence with the dots on the cards and the number of sounds that are in the word. The teacher or student will look at the picture and say the word, breaking the sounds they hear apart. As they break it apart, they will move their finger along each dot. After breaking apart the sounds, they will say how many sounds they heard.

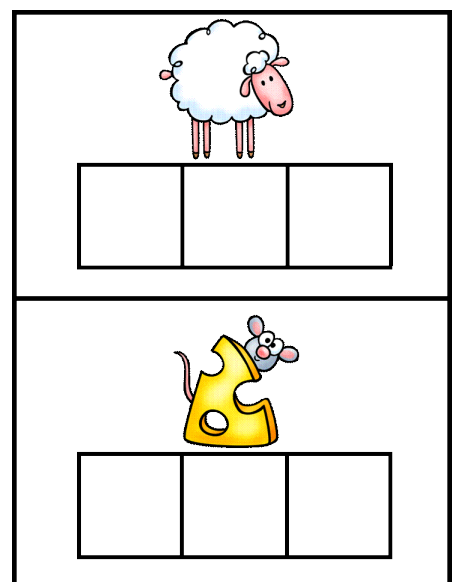
For example, fish. f / i / sh – 3 sounds.



## ELKIN BOXES

This activity can be done in small groups and then once mastered, moved to centers. First place a manipulative (tile, chip, coin, etc.) in each box below the picture. The teacher or student will look at the picture and say the word, breaking the sounds they hear apart. As they break it apart, they will move the manipulative for each sound heard while saying the sounds. After breaking apart the sounds, they will say how many sounds they heard.


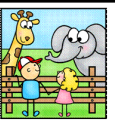



For example, cheese. ch / ee / s – 3 sounds.



## COUNT THE SOUNDS

This activity can be done in small groups and then once mastered, moved to centers. Students will look at the picture and sound it out (either out loud or in their head) and then circle the corresponding number for how many sounds they heard.

For example: zipper, z / i / p / er, four sounds, circle the number four

	
2 3 4 5	2 3 4 5
	<b>5</b>
2 3 4 5	2 3 4 5
	
2 3 4 5	2 3 4 5

## POCKET CHART SORT



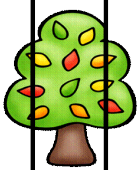
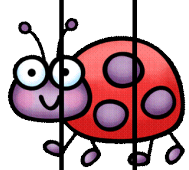
This activity can be done in small groups and then once mastered, moved to centers. Students will look at the picture and sound it out (either out loud or in their head) and then place the picture under the corresponding number of phonemes.

<b>two phonemes</b>	<b>three phonemes</b>	<b>two 2</b>	<b>three 3</b>
<b>four phonemes</b>	<b>five phonemes</b>	<b>four 4</b>	<b>five 5</b>

		
yogurt	zebra	unicycle
		
	<b>5</b>	
		
		
		treasure
		
		drink
		<b>9</b>

## SECTIONED PHONEME CARDS

This activity can be done in small groups and then once mastered, moved to centers. This activity teaches students one-to-one correspondence with the sections on the cards and the number of sounds that are in the word. The teacher or student will look at the picture and say the word, breaking the sounds they hear apart. As they break it apart, they will move their finger along each section. After breaking apart the sounds, they will say how many sounds they heard. For example, fish. f / i / sh – 3 sounds.

	
	
<b>5</b>	