Explicit Instruction for Phonological Awareness Intervention

Skill: Segmenting Phonemes

Instructional Day: Day 1

Materials: None

Section	Instructional Routine	Time
Set Purpose	**Today we are going to learn** how to break words into individual sounds by talking like a robot. **The reason we are learning this is** recognizing sounds in words is important when learning to read	2 min.
State Objective	**At the end of this lesson you will be able to** segment words with 3 individual sounds.	1 min.
Connect to and Review Previous Learning	**Yesterday, you**… review a previous skill	1 min.
Teach New Concept/ Skill (I Do)	**Watch me and listen to me.** "Words are made up of individual sounds. We can say each sound in a word by talking like a robot. Listen to me say the word "bit" like a robot, (in robot voice) /b/ /i/ /t/ Repeat with the following words: sat, fig, lip, mop	3 min.
Guide Practice (We Do)	**Now, let's try this together.** Ask students to try talking like a robot as a group. **Let's Practice:** Use the following words: jog, top, hat, cat, fun	3 min.
Assess Student Application (You Do)	**Now, let's see you try this on your own.** Partner up and decide who is partner 1 and partner 2. I will give a word for partner 1 and they will say it to partner 2, then we will switch. Use a robot voice Use the following words rotating partner 1 and partner 2: rag, dog, bet, mat, log, chin, bake, glue	3 min.
Independent Practice	**I want to give you a chance now to show that you can do this independently**. Ask students to model independently with the following words. Other students may practice with a partner while waiting. Sit, cat, Lip, hot, top, book	2 min.
Return to Purpose	**We learned this because:** When we hear all the sounds in words it will help us when we start reading words. **Tell your partner what you learned and practiced today.**	2 min.

Explicit Instruction for Phonological Awareness Intervention

Skill: Segmenting Phonemes

Instructional Day: Day 2

Materials: Cubes or blocks for teacher and each student

Section	Instructional Routine	Time
Set Purpose	**Today we are going to learn** how to break words into individual sounds. **The reason we are learning this is** recognizing sounds in words is important when learning to read	2 min.
State Objective	**At the end of this lesson you will be able to..** segment words with 3 individual sounds.	1 min.
Connect to and Review Previous Learning	**Yesterday, you**… review previous skill	1 min.
Teach New Concept/ Skill (I Do)	**Watch me and listen to me.** "Each cube represents a sound. I will stack the cubes as I segment each sound in a word. The word is bag…." Stack the blocks for each sound. /b/ /a/ /g/ Repeat with the following words… cup, then, back	3 min.
Guide Practice (We Do)	**Now, let's try this together.** Ask students to stack cubes as you segment words together **Let's Practice** Use the following words: sock, ball, man, that, toad, beat	3 min.
Assess Student Application (You Do)	**Now, let's see you try this on your own.** "Remember to only stack a cube when you say a sound". Provide students with the following words and watch as they stack one cube per sound. Give them the following words: Hop, bat, pan, chip, fin, lake, teeth, gum	3 min.
Independent Practice	**I want to give you a chance now to show that you can do this independently**. Ask students to model independently with the following words. Other students may practice with a partner while waiting. Mop, hat, cat, bag, hot, road, chin, meat, lip	2 min.
Return to Purpose	**We learned this because:** When we hear all the sounds in words it will help us when we start reading words. **Tell your partner what you learned and practiced today.**	2 min.

Explicit Instruction for Phonological Awareness Intervention

Skill: Segmenting Phonemes

Instructional Day: Day 3

Materials: Cubes or blocks for teacher and each student

Section	Instructional Routine	Time
Set Purpose	**Today we are going to learn** how to break words into individual sounds. **The reason we are learning this is** recognizing sounds in words is important when learning to read	2 min.
State Objective	**At the end of this lesson you will be able to..** segment words with 3 individual sounds.	1 min.
Connect to and Review Previous Learning	**Yesterday, you**… stacked a cube for each sound in a word.	1 min.
Teach New Concept/ Skill (I Do)	**Watch me and listen to me. . "**Each cube represents a sound. Today we are going to count the sounds with our fingers, and then stack a cube for each sound we counted" First, count the sounds in shop by holding up fingers /sh/ /o/ /p/. Next, stack three cubes while saying each sound. Repeat with sun, chop, blue	3 min.
Guide Practice (We Do)	**Now, let's try this together.** Ask students to count the sounds on their fingers and stack a cube while saying the sounds. **Let's Practice:** Use the following words: chip, that, shot, cup	3 min.
Assess Student Application (You Do)	**Now, let's see you try this on your own** "Count the sounds on your fingers and stack a cube when you say a sound". Provide students with the following words and watch as they say the sounds. Fun, free, ship, thin	3 min.
Independent Practice	**I want to give you a chance now to show that you can do this independently**. Ask students to model independently with the following words. Other students may practice with a partner while waiting. Sun, shop, book, bag, lip, fog, vine	2 min.
Return to Purpose	**We learned this because:** When we hear all the sounds in words it will help us when we start reading words. **Tell your partner what you learned and practiced today.**	2 min.

Explicit Instruction for Phonological Awareness Intervention

Skill: Segmenting Phonemes

Instructional Day: Day 4

Materials: Cubes or blocks for teacher and each student

Section	Instructional Routine	Time
Set Purpose	**Today we are going to learn** how to say the individual sounds in words with 4 sounds **The reason we are learning this is** recognizing sounds in words is important when learning to read	2 min.
State Objective	**At the end of this lesson you will be able to..** segment words with 4 individual sounds.	1 min.
Connect to and Review Previous Learning	**Yesterday, you**… stacked a cube for each sound in a word with 3 sounds. Today we will try 4 sounds.	1 min.
Teach New Concept/ Skill (I Do)	**Watch me and listen to me.** "I am going to count the sounds in the following words. Then I'm going to stack a cube for each sound. The word is black, /b/ /l/ /a/ /ck/" Repeat with the following words: clap, green, stop, hats	3 min.
Guide Practice (We Do)	**Now, let's try this together.** Ask students to count the sounds on their fingers and stack a cube while saying each sound. **Let's Practice:** Use the following words: hops, stick, slap, block, flag	3 min.
Assess Student Application (You Do)	**Now, let's see you try this on your own..** "Count the sounds on your fingers and then stack a cube for each sound when you say a sound". Provide students with the following words and watch as they say the sounds. Plan, swig, stone, cats	3 min.
Independent Practice	**I want to give you a chance now to show that you can do this independently**. Ask students to model independently with the following words. Other students may practice with a partner while waiting. Black, green, twig, pots, maps	2 min.
Return to Purpose	**We learned this because:** When we hear all the sounds in words it will help us when we start reading words. **Tell your partner what you learned and practiced today.**	2 min.

Explicit Instruction for Phonological Awareness Intervention

Skill: Segmenting Phonemes

Instructional Day: Day 5

Materials: Cubes or blocks for teacher and each student

Section	Instructional Routine	Time
Set Purpose	**Today we are going to learn** how to say the individual sounds in words with 4 sounds **The reason we are learning this is** recognizing sounds in words is important when learning to read	2 min.
State Objective	**At the end of this lesson you will be able to..** segment words with 4 individual sounds.	1 min.
Connect to and Review Previous Learning	**Yesterday, you**… stacked a cube for each sound in a word with 4 sounds	1 min.
Teach New Concept/ Skill (I Do)	**Watch me and listen to me.** "I am going to count the sounds in the following words. Then I'm going to stack a cube for each sound. The word is black, /b/ /l/ /a/ /ck/" Repeat with the following words: flame, lunch	3 min.
Guide Practice (We Do)	**Now, let's try this together.** Ask students to count the sounds on their fingers and stack a cube while saying each sound. **Let's Practice:** Use the following words: frog, slid, brain, drop	3 min.
Assess Student Application (You Do)	**Now, let's see you try this on your own..** "Count the sounds on your fingers and then stack a cube for each sound when you say a sound". Provide students with the following words and watch as they say the sounds. Dream, dust, snack, class	3 min.
Independent Practice	**I want to give you a chance now to show that you can do this independently**. Ask students to model independently with the following words. Other students may practice with a partner while waiting. Bunch, blame, drip, crab	2 min.
Return to Purpose	**We learned this because:** When we hear all the sounds in words it will help us when we start reading words. **Tell your partner what you learned and practiced today.**	2 min.