

Task 4:
Orally
Segment

.....ACTIVITY 22: What's the Sound?

SKILL: oral segmentation

Write the song "What's the Sound?" on chart paper. Sing the song to the tune "Old MacDonald Had a Farm." Track the print as you sing. Sing the song several times, encouraging children to join in. During later singings, replace the words *sad* and *silly* with the following: *mop* and *money*, *leaf* and *lucky*, or *ten* and *table*.

What's the Sound?

What's the sound that these words share?

Listen to these words.

Sad and silly are these two words.

Tell me what you've heard. (sssssss)

With a /s/, /s/ here, and a /s/, /s/ there,

Here a /s/, there a /s/, everywhere a /s/, /s/.

/s/ is the sound that these words share.

We can hear that sound!

SUGGESTION BOX: For children acquiring English, some sounds will be particularly difficult to auditorily discriminate or to pronounce. For example, in many languages consonant blends do not exist. In addition, some English sounds are often substituted, omitted, or confused with sounds in a child's primary language. For additional information on the challenges ESL children in your classroom might face, consult pages 131–151 in *The ESL Teacher's Book of Lists* by Jacqueline E. Kress (The Center for Applied Research in Education, 1993).

.....ACTIVITY 23: Can You Say?

SKILL: oral segmentation

Write the song "Can You Say?" on chart paper. Sing the song to the tune of "Happy Birthday." Track the print as you sing. Sing the song several times. Each time, replace the word *rabbit* with one of the following words: *mitten*, *happen*, *tablet*, *yellow*. Pause to provide children time to isolate the ending sound in each word. It might be necessary to emphasize the ending sound of each word for children having difficulties.

Can You Say?

Can you say the last sound?

Can you say the last sound?

It's the last sound in rabbit.

Can you say the last sound?

ACTIVITY 24: First Sound First

SKILL: oral segmentation

Ask children to listen to the following set of words: *sat, send, sick*. Point out that all these words start with the same sound. This sound is /s/. Tell children that you want them to listen carefully to each new set of words you say. They are to then tell you what the first sound is in these words. Finish the activity by having children state other words that begin with the sound.

Sample:

"Can you tell me what the first sound is in *fish, foot, fan*? That's right, it's /f/. What other words do you know that begin with /f/?"

SUGGESTION BOX: An early activity to begin working toward full segmentation of words is to have children segment just the first sound in a word. The children can then repeat, or reiterate, the sound. These iteration, or sound repetition, activities may be beneficial. Popular songs can be modified to include iterations. For example, when singing "Pop Goes the Weasel," have children sing "P-p-p-p-POP goes the weasel!" for the final line in the song.

Use these and other word sets: *man, mop, mitten; leaf, leg, lock; rabbit, run, rock; and ball, barn, big.*

ACTIVITY 25: Last Sound Last

SKILL: oral segmentation

Ask children to listen to the following set of words: *house, bus, mess*. Point out that all these words end with the same sound. This sound is /s/. Tell children that you want them to listen carefully to each set of words you say. They are to then tell you what the last sound is in these words. Finish the activity by having children state other words that end with the sound.

Sample:

"Can you tell me what the last sound is in *foot, bat, pet*? That's right, it's /t/. What other words do you know that end with /t/?"

Use these and other word sets: *fun, pen, moon; top, cup, soap; pig, leg, bug; and sack, rock, lick.*

.....ACTIVITY 26: Segmentation Cheer

SKILL: oral segmentation

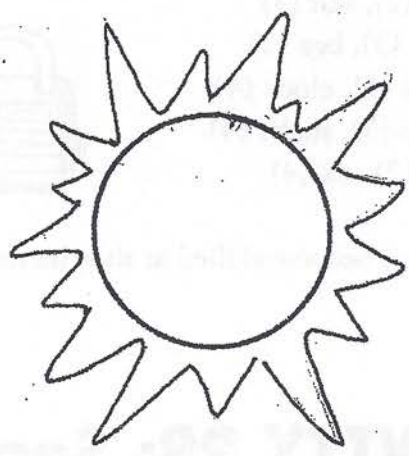
Write "Segmentation Cheer" on chart paper and teach children the cheer. Change the words in the third line of the first stanza each time you say the cheer. The children are to segment this word sound by sound. You might wish to use these words in subsequent cheers: *soap, read, fish, lime, make, mop, ten, rat, pig, cat, dog, lip.*

SEGMENTATION CHEER

Listen to my cheer.
Then shout the sounds you hear.
Sun! Sun! Sun!
Let's take apart the word sun!

Give me the beginning sound.
(Children respond with /s/.)
Give me the middle sound.
(Children respond with /u/.)
Give me the ending sound.
(Children respond with /n/.)

That's right!
/s/ /u/ n/—Sun! Sun! Sun!



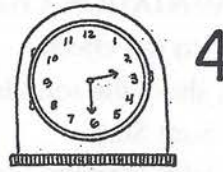
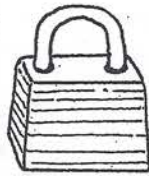
"It is unlikely that children lacking phonemic awareness can benefit fully from phonics instruction since they do not understand what letters and spellings are supposed to represent." (Juel, Griffith, & Gough, 1986)

ACTIVITY 27: Big, Bigger, Biggest.....

SKILL: oral segmentation

Using the picture cards on pages 28 and 29, or pictures cut out from magazines, display two pictures. Ask children to count how many sounds they hear in each picture name. Then have children select the picture whose name has the most sounds. For example, if the two pictures are *pie* and *cat* the children would count two sounds for *pie* (/p/ /i/) and three sounds for *cat*, (/k/ /a/ /t/). They would then choose *cat*, because it has more sounds. Continue with the following picture sets.

- tie (2), sun (3)
- leaf (3), bee (2)
- lock (3), clock (4)
- soap (3), snake (4)
- tie (2), six (4)



When children become skilled at this, increase the number of pictures to three.

ACTIVITY 28: Secret Sound

SKILL: oral segmentation

Explain to children that you are going to play a word game. You will say three words. You want them to listen closely and tell you what sound they hear that is the same in all the words. For example, if you say *teeth*, *bean*, and *feet*, children will respond with /ē/. Make sure the target sound is in the same position (initial, medial, or final) in all the words. Use the following word sets:

- sun, sick, send
- tell, top, tan
- ship, shark, shoe
- game, pain, late
- soap, road, note
- sight, ride, life
- team, game, home
- robe, cab, web
- doll, well, hill

* Game included

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ACTIVITY 38: First Prize

SKILL: oral segmentation (game)



Materials

- game board (see pages 52 and 53)
- number die (see page 26)
- place marker for each player

Setup

- Make a copy of the game board and number die. Construct the die by folding along the dotted lines and using tape to attach the die tabs to the die squares.

To Play

1. Each player chooses a place marker and puts it on START (the beginning of the search for first prize).
2. The first player throws the die and moves his or her marker along the game-board path the number of spaces on the die.
3. The player then states the name of the picture, repeating the first sound in the word. For example, if the player lands on the picture of the sun, he or she would say *s-s-sun*. If the player is unable to segment the first sound, he or she loses a turn.
4. Each player continues in turn. The first player to reach FINISH (the first-prize trophy) wins.

“The combination—learning to separate and blend sounds while also learning how the alphabetic code represents sound—is a powerful union and the most likely to result in the greatest learning.” (Fox, 1996)