

**Phonics Instructional Routine: Segmenting Sounds in Short Words**

Preparation/Materials: Simple words made up of previously learned letter-sounds  
(e.g., fun, sat, nut), small letter cards (e.g., a, u, n, t, s, f)



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in “quotation marks”
- Sounds are noted using / /

**TEACHER EXPLAINS TASK**

We are going to segment sounds in words.

**TEACHER MODELS TASK**

Listen and watch.

*Display the word “fun” using letter cards.*

**I will say each sound slowly.**

*/fff/ /uuu/ /nnn/*

**Now I will read it.**

**“fun”**

**TEACHER & STUDENTS PRACTICE TASK TOGETHER**

**Let’s say each sound slowly.**

*For each student have the letter cards “f,” “u,” and “n.”*

- */fff/ /uuu/ /nnn/*

**Now let’s read the word.**

- **“fun”**

**Yes. When you segment the sounds in the word “fun” you hear**

*/fff/ /uuu/ /nnn/. “Fun.”*

**STUDENTS PRACTICE TASK**

**Your turn.**

**Say each sound slowly.**

*/fff/ /uuu/ /nnn/*

**Read the word.**

**“fun”**

**Yes. When you segment the sounds in the word “fun” you hear**

*/fff/ /uuu/ /nnn/. “Fun.”*

**INDEPENDENT PRACTICE**

*When students consistently segment words with known letter sounds, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.*

**SCAFFOLDING SUGGESTION FOR ERRORS**

*Verify that students are saying the correct sound for each letter in the word. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a word with two sounds or review the Phonemic Awareness Instructional Routine: Segmenting.*

**Adaptations using this instructional routine:**

- Provide letters (e.g., letter tiles, magnetic letters) for students to physically separate known letter-sounds in new words.

**For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part7.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part7.pdf)**

- P.073
- P.075
- P.076
- P.078