Rhyming and Phoneme Segmentation:

Lesson, Description, Analysis and Reflection

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Abstract

I conducted a research based project on rhyming and phoneme segmentation. The research was based around two lesson plans that were taught to a six year old Kindergartener. She was struggling to decode words in texts, so the lessons were based on the curriculum taken from the Virginia Standards of Learning for Kindergarten Language Arts. The first lesson was broken down into eight sessions, while the second lesson was broken down into six sessions. After completing the lessons and assessments, I analyzed and reflected upon my teaching practices to determine how I could improve my methods.

Description

For this case study, I focused on a student who has been a struggling student since the first day of school. For this study, the student will be called M.B. M.B. is a six year old Kindergartener. She is a Level 3 English Language Learner and her first language is Spanish. Currently, M.B. is reading at a Level 3.

My classroom climate promotes independence. I have a center-based classroom, where students are expected to work independently or in a small group on a certain task. For literacy, I conduct the Daily 5 and the students are able to choose the center that they work at. I think the Daily 5 promotes risk-taking because students are free to make a choice about the activity that they engage in and whom they engage with. During the Daily 5, I pull leveled based reading groups, where students work together to read new texts and learn how to become better readers. I think my case study student, M.B., sometimes gets nervous in this environment because she is not as confident in her abilities and is self conscious about the work she is doing. Therefore, I ask her before we even begin the Daily 5 (away from everyone else so that the rest of the class does now know what we are talking about) what she would feel comfortable doing that day and she tells me what she would be comfortable with.

Throughout Kindergarten, there have been many instructional challenges with M.B. One of the reasons there has been instructional challenges is because of her family. She is the youngest of three children and was not given very much independence until she came to school. Mom had told me at the beginning of the year that she had just been potty trained six months before she started Kindergarten. As a result, M.B. has never had to do things by herself and is reluctant to try new things. Also, M.B. is unsure of herself and surprises herself with how much she has learned in Kindergarten. She came into Kindergarten not knowing any of her letters or

letter sounds and spoke limited English. However, as of now she knows all of her letters and sounds and is reading at a Level 3. (Standard III)

Now that the texts are becoming less repetitive she is unsure of what to do with words she comes across that she does not know and cannot figure out from a picture clue. Therefore, for this case study, I have chosen to do lessons with M.B. that will give her more knowledge about how to decode unknown words. "Cognitive scientists have shown beyond doubt that fluent, accurate decoding is a hallmark of skilled reading," (Moats, 1998, p. 1). The instructional goals for these lessons are for her to increase her rhyming skills and her ability to sound out words with phoneme segmentation. These goals were selected because M.B. has a fairly good grasp on high frequency words, and I feel that her ability to read higher leveled texts is being hindered by the fact that she does not know ways to figure out a word that is unknown. By increasing her knowledge of rhyming words and phoneme segmentation, I think her ability to decode unknown words will increase and ultimately she will be able to read higher leveled texts.

My goals for M.B. during these two lessons correlate with the Virginia Standards of Learning. First, the rhyming lesson correlates to the curriculum because the Virginia Standards of Learning states that students must, "4.a-Identify orally words that rhyme, 4.a.1-Identify a word that rhymes with a spoken word, 4.a.2-Supply a word that rhymes with a spoken word, and 4.a.3-Produce rhyming words; recognize pairs of rhyming words." Second the phoneme segmentation lesson correlates to the curriculum because the Virginia Standards of Learning states that students must, "4.c.1-Blend three given phonemes to make words." Therefore, my lessons were not only chosen because they can help M.B. become a better reader, but they were also chosen because they align with the Virginia Standards of Learning. (Standard II)

For M.B.'s assessments, I decided to choose oral assessments. The first assessment will be an oral rhyming assessment, where she will have to tell me if two words rhyme and be able to create a rhyming word when given a pair of rhyming words. The second assessment will be an oral phoneme segmentation assessment, where she will have to tell me the sounds that she hears when I read her a word. I chose to do oral assessments since her reading skills are still low and it is developmentally appropriate for Kindergarteners to receive oral assessments. Both pre-assessments revealed that M.B. struggled with rhyming and with phoneme segmentation. I used this information to create lessons that would increase her knowledge of rhyming and phoneme segmentation to give her more tools for success as she continues to read. (Standard V)

The first lesson I taught M.B. is a lesson about rhyming. I noticed that when she was reading she would come to a word that she should be able to figure out because of rhyming and she was unable to do so. For example, M.B. was reading and got stuck on the word 'fun.' She knows how to read the word 'sun,' but was unable to come up with the rhyming word to figure out the word fun. Therefore, I gave M.B. a pre-assessment and realized that she still did not fully understand the concept of rhyming. (Standard 1)

The second lesson I taught M.B. is a lesson about phoneme segmentation. I noticed that when she was reading, M.B. would come to a word and not be able to use her letter sound knowledge to make an attempt at sounding out the word. She would say the first sound in the word and then just stop and guess. Therefore, I wanted M.B. to get more practice with sounding out words and separating the words into segments to help her with decoding. (Standard 1)

After giving M.B. the rhyming pre-assessment, I noticed a couple of things. The first thing I noticed was that she could not differentiate between words that rhymed and words that

did not rhyme. The second thing I noticed was that she could not formulate a rhyme after I had already given her two words that rhyme.

Over an eight school day period, I implemented the rhyming lesson plan. I met with her for between 10 and 15 minutes each of these days. The first day consisted of us just naming the objects and talking about what rhyming met, which was the introduction of my lesson. The second day we talked about what rhyming words were again and we tried to match two objects that rhyme. M.B. first picked up a plastic nose. She said 'nose' and then tried to find something that sounded like nose. She was unable to do so. Therefore, I stepped in and we repeated object names again (so that I knew she was not confused about what the objects were called), then I said 'nose' and then pointed to an object and said 'hat' and asked, do 'hat' and 'nose' rhyme? She decided no. I continued to do this with several other objects until I got to the hose and I said, 'nose', 'hose'…do those two words rhyme? Her face lit up and she said, "Yes those rhyme!" and we said the two words together again, nose, hose. I asked her to pick another object and she picked the mouse. I told her to see if she can find an object that rhymes with mouse by first saying mouse and then saying the other object, just like I had done. She went through the objects and was able to match mouse with house. We both got very excited and I told her we would be doing the same thing the next day.

The third day, I asked M.B. if she remembered what to do from yesterday. She replied that she did, so I told her to pick out her first object. She picked out the shell. I asked her what the object was and she replied 'shell,' and proceeded to try to match the shell to another object that rhymed with it by saying 'shell,' 'dog,' they do not rhyme. Until she got to bell. M.B. said 'shell,' 'bell.' Those two words rhyme. I praised her for finding it and asked her to pick out another object. We repeated this process a few more times. On her last rhyming match for the

day, she matched bug and rug. I asked her if she could think of another word that rhymed with

bug and rug. M.B. looked at me completely confused. Therefore, I stated that bug and rug both

end in the -ug sound, so if I wanted to figure out another word that rhymes with bug and rug, I

would keep the -ug part and change the first sound. I told her that I was going to change it to /d/

and I said /d/ -ug, dug. I gave her another example using the /t/ sound. I told her that the next

day we will continue practicing finding words that match and making up new rhyming words.

On day four, I started out by having two objects out that rhyme, tree and bee. I said, I

know that tree and bee both end with the /ee/ sound, so I am going to change the first sound to

try to think of another word that rhymes with tree and bee. I said I am going to use the /s/ sound

and I modeled saying /s/ /ee/, see. I told her that today after she finds two objects that match, I

am going to ask her to think of another word that rhymes with those words. The first two objects

that she found that matched were rake and cake. I asked her what rake and cake sounded like at

the end and she said '-ake.' Next. I asked her to think of a letter sound and she said /b./ I told

her great! Now put /b/ and –ake together. After a while she came up with bake. I told her now

say all three words together to check if they rhyme. M.B. said "cake, rake, bake…yes they all

rhyme!" We continued with this activity on day 5 as well. I switched up the objects so that she

did not have the same rhyming words to keep matching with.

On day six, I had cut out and mixed up rhyming cards. I asked M.B. to say the picture

word out loud and try to find another picture that rhymed with it. I gave her an example and I

found fan and van and put them next to each other. She was able to match up all of the rhyming

word cards correctly. We then went through together and read each of the pairs and tried to

think of another word that would rhyme with that pair. With some assistance, M.B. was able to

think of another word that rhymed with each of the pairs.

For day seven, I had M.B. do an independent practice. Using similar cards that we had used during day six, I had her match and glue the pictures that rhymed together. She got 4/6 matches correct. I met with her later and we tried to figure out which ones she had mixed up. M.B. had mixed up cake/rake with coat/boat. I asked her why she put cake and coat together and she said because they sounded the same. I asked her if they sounded the same though at the beginning or at the end? She immediately said, "Whoops!" and wanted to switch them.

Day eight was assessment day. I gave her the oral rhyming assessment that had a total of 16 points. The post-assessment was exactly the same as the pre-assessment. On the pre-assessment, M.B. got out of 16 correct. On the post-assessment, M.B. got 15 out of 16 correct. She got 11 more correct than she did on the pre-assessment.

For the second lesson, I gave M.B. the pre-assessment and then I did the lesson over a six day period. I met with her individually for about 10-15 minutes per day. The first day I told M.B. that we would be learning about how to sound out words that we do not know. I wrote the word cat on the white board and I told her that I should use my letter sounds to sound out the word. I pointed to the c and said /c./ I point to the a and said /a./ Last, I pointed to the t and said /t/. Then I told her that when I say those sounds faster I should start to hear the word. I modeled for her saying /c/, /a/, /t/…cat. I continued to do this with three other words. The words were pig, bed, and box. Next, I introduced what a sound box was. I told her that sound boxes help us stretch out the words so that we say each sound we hear in the word. I modeled for her how I will want her to use the sound boxes. I had two sound boxes and two bingo chips to slide into each box. I said the word at and told her that I will be sounding out the word 'at' using the boxes. As I said the sound /a/, I slid the first bingo chip into the first box. I then said the sound /t/, and I slid the second bingo chip into the second box. I then repeated the word 'at.' I did the

same thing with the word up. After, I told her that we would do a couple together to practice. I said we would sound out the word it. Her and I both put our fingers on the bingo chip and said, /i/ as we slid the first bingo chip into the first box. We both then said the /t/ as we slid the second bingo chip into the second box. Then together we said 'it.' I told her that tomorrow she will be practicing this on her own.

On the second day, I first asked her if she remembered how to use sound boxes. She said that she did. Therefore, I started by asking her to stretch out words that I had modeled on the first day. I told her to stretch out the word 'at' using the sound boxes. As she slid the first bingo chip into the first box she said /a/. Then, as she slid the second bingo chip into the second box she said /t/ and after she repeated the word 'at.' We continued to do this with more two letter words. The words were at, an, it, in, up, ox. Next, I told her that we were going to add a third box and now each word would have three sounds in it to listen for. I modeled how to do it using the word bat. I asked her then to do the same thing using the word bat. I continued to give her three letter words to sound out using the sound boxes. We continued this on the third day as well.

For the fourth day, I had a paper and pencil activity. On the paper there were pictures of words that were three letters long. Next to each picture were boxes for each of the letter sounds. Since this was her first time doing something like this I had written in the sounds for her in the boxes. So for example, if there was a picture of a sun, I would have 's' written in the first box, 'u' written in the second box and 'n' written in the third box. She then had to pick three different colored crayons and trace over the letters as she said them out loud. Therefore, as she was tracing over 's' with a blue crayon she would be saying /s/. Then as she was tracing over the 'u'

with a red crayon she would be saying /u/ and last as she was tracing over the 'n' with a green crayon she was saying /n/. There were sixteen pictures and she did this for each of them.

On the fifth day, I had the same paper and pencil activity. However, this time I had not written in the letters for her to trace next to the pictures. The boxes next to each of the pictures were blank and she had to write in the letters that she heard. Therefore, for example if there was a picture of a dog she wrote a blue 'd' in the first box as she said /d/. Then she wrote a red 'o' in the second box as she said /o/ and last she wrote a green 'g' in the third box as she said /g/. They were the same pictures that she had previously seen the day before. Therefore, she was familiar with the words and was able to sound out the words as she wrote them. M.B. got all of the initial and ending sounds correct. She mixed up a few of the middle vowel sounds.

The sixth day, I gave her the post-assessment. The post-assessment was an oral phoneme segmentation assessment that was exactly the same as the pre-assessment. There were 22 words that she had to segment. On the pre-assessment, M.B. got 3 out of 22 correct. However, on the post-assessment, M.B. got 20 out of 22 correct. She got 16 more correct than she did on the pre-assessment.

Analysis

After analyzing the pre and post assessments of the rhyming and phoneme segmentation assessments, I believe that my instruction had a meaningful contribution to M.B.'s reading progress. "Optimized assessment will improve early identification of children at risk for reading problems, with educational diagnosis, instructional planning, and resource allocation," (Francis & Anthony, 2005, p. 258). (Standard 1) I believe this to be true because during M.B.'s pre-assessment for rhyming, she was unable to identify or create rhyming words. This was impeding her ability to be able to use words she already knew to decode new words in texts. However,

after my eight days of instruction, M.B. was able to identify words that rhymed and also create rhyming words on her own.

This success also occurred with my lesson on phoneme segmentation. M.B. was lacking the ability to use her knowledge of letter sounds to stretch out unknown words to figure out what the word was. During her pre-assessment she was only able to stretch out 4 out of 22 words that I gave her. However, after my six days of instruction, M.B. was able to stretch out 20 out of 22 words that I gave her. This data proves that M.B. has made significant progress in her ability to use her letter sound knowledge to stretch out unfamiliar words.

In both of the lessons I supported M.B.'s success in several different ways. I used direct or explicit instruction for my teaching method. Since M.B. is self conscious, I feel that she benefits from independent and direct instruction because she is not trying to prove herself to anyone. It helps her focus on succeeding, rather than what everyone thinks around her. Chard and Osborn (1999) state that "for many children, explicit instruction is necessary," (p. 2).

Also, I supported M.B.'s success by modeling everything I wanted her to do several times. For example, when I wanted M.B. to find an object that rhymed with the object she had and then state both words together, I modeled the appropriate way to do this. Also, before I had M.B. use sound boxes I modeled how to use the bingo chips to slowly stretch out the word with the sound boxes. I not only modeled this for her, but we also practiced together before she tried it on her own. I feel that in Kindergarten modeling what is expected of a student is key to their success. Especially since this the first time most of them have been in school and may not understand the school terminology that is being used. Also, since M.B. is an English Language Learner she sometimes does not understand everything that I am saying. Therefore, if I show her first what I expect of her she has a higher chance of succeeding.

Next, I supported M.B.'s success by using cues and prompts. I feel that by giving M.B. cues and prompts I give her the confidence that she needs to move forward with what I am asking her to do. An example of this from my rhyming lesson is when I wanted her to create a rhyming word that went with bug and rug. When she seemed confused I prompted her that bug and rug both end with the –ug sound so that we needed to figure out a different sound that we could put at the beginning of it to make a new word. Then I prompted her saying that we could use the /t/ sound to make the word tug.

Another thing I do that I feel promotes M.B.'s success is that we always work in the back of the room together, where it is the quietest. By working there, it helps M.B. stay focused because she is not distracted by what the other students are doing. It also allows her to take risks because other students are unable to overhear her while she is talking and therefore it does not matter if she gets an answer wrong. By taking risks, M.B. can push herself farther into understanding the concept of reading (in this case rhyming and phoneme segmentation) that I am trying to teach her. (Standard IV)

Last, I always told M.B. how we would be using what we learned today for something that we will be learning the next day. I think M.B. benefits from getting excited about what is to come. It helps her realize that what we are learning together is important and that we will be continuing to get even better at it.

Each day I had to make the choice of when to stop and at what point I should stop at. I never wanted to overwhelm her or get her discouraged. However, I also wanted to push her to try something new each time we met. Therefore, the point at which to stop was always a big choice. One critical moment I had to decide whether or not to stop or keep going was when I first introduced creating a new rhyming word with the two that she had already put together. I

had planned to have her make a few new rhyming words with the pairs she had created after I had introduced it for the first time. However, I could sense that she was getting tired with what we were doing and the idea of starting something new towards the end of our meeting time made her seem to get discouraged. Therefore, I decided to stop after my introduction of it and told her that we would be practicing it the next time we met. I could see her face lighten up as I said this and I knew that I had made the right decision to stop. Since I had told her that we would be doing it the next time we met gave her time to process what I had introduced and come prepared for our next meeting.

The evidence that I have that the student achieved my instructional goals is from the assessments that I gave her. When I first gave M.B. the pre rhyming assessment she seemed to not have any understanding of what rhyming was. She only scored a 4 out of 16. Likewise, after I gave the phoneme segmentation pre-assessment, M.B. did not understand how to use her letter sound knowledge to read words. She only scored a 3 out of 22. After those pre-assessment scores, I quickly realized that her lack of knowledge of rhyming and phoneme segmentation were big reasons she was struggling to read texts higher than a Level 3. However, after my lessons about rhyming and phoneme segmentation her post-assessment scores increased dramatically. Her post rhyming assessment score was a 15 out of 16 and her post phoneme segmentation assessment was a 20 out of 22. This data shows that my instructional goals of increasing M.B.'s rhyming and phoneme segmentation knowledge was achieved because of the dramatic increase of her scores from pre-assessments to post-assessments.

Reflection

I thought both the rhyming lesson and the phoneme segmentation lesson went very well with M.B. I would not change my behavior management with her. She works fabulously one-

on-one, therefore I would not want to change the effectiveness of that. I felt that since I was

teaching her independently she was actively involved and participating the entire time. I thought

that it was a good idea for me to stretch out the lesson over small increments of time over several

days because this kept her interested the whole time. The moment I saw that she was getting

uninterested was when I would wrap up what we were doing for that day. I felt that this helped

her want to keep coming to meet with me because she knew that I was going to keep our time

together short and fun.

One thing I would like to change is my lesson pacing and transitions. I was doing it

somewhat on a whim based on time and how engaged M.B. was. However, next time I would

like to have more exact points that I would be stopping and/or transitioning into something else.

A big example of this is the length of the rhyming lesson. I did that lesson over an eight day

period and it probably should have been completed more around a six day period. However, I

was slow getting into the meat of the lesson and therefore took five days for M.B. to be able to

pick out two objects that rhymed and tell me another word that rhymed with those two objects.

Looking back, I believe that instead of taking me five days to get that point across, I probably

could have done it in about two or three days. M.B. was ready for it and I was making her go

slower than she needed to be going.

I believe that the assessment data I collected was very useful. The pre-assessments

proved to me that M.B. was struggling in the areas of rhyming and phoneme segmentation to

begin with. The post-assessments proved that my rhyming and phoneme segmentation lessons

were useful lessons to teach her these reading concepts. Also, now when we go to read texts in

guided reading I can remind her of the strategies I taught her during our one-on-one sessions.

"They [students] remember spelling patterns shared by known words and use this knowledge in

decoding unknown words," (Gaskins & Ehri, 1996/1997, p. 312). For example, if she is

struggling with the word man, I can ask her to remember what she knows about rhyming words

to try to figure out that the word ends with 'an' so if she puts the /m/ sound in front of –an she

says the word man. Likewise, when she comes to an unknown word I can remind her of the

sound boxes that we practiced using to stretch out the word so that we say and hear each sound

to try to figure out the unknown word.

I can make reading instruction more responsive to M.B.'s unique needs by giving her

one-on-one instruction. I have had her in a small reading group with three other students and she

always seemed to get lost amongst the group. However, when I worked with her for this case

study individually, her strengths shined through and she was able to prove to me what she knew

without being overshadowed by other students. The activities I had her do with rhyming and

phoneme segmentation were developmentally appropriate because they align with the Virginia

Standards of Learning for Kindergarten and she was able to pick up the knowledge once she was

explicitly taught the skills.

I used many aspects in my reading lessons to demonstrate my newly learned techniques

to provide effective reading instruction. Moats (1998) stated that, "To progress in reading,

children must develop the insight that alphabet letters represent abstract speech segments

(phonemes) and must be able to compare the likeness and difference of similar-sounding words,"

(p. 2). I used Moats suggestion of comparing the likeness and the differences of similar-

sounding words to help M.B. learn about rhyming and phoneme segmentation.

Another technique I learned came from the Virginia Department of Education (1998),

which stated that the best ways to teach rhyming is through matching rhymes and having

students provide rhymes (p. 22). These two techniques help students hear and see rhymes in a variety of ways.

The two techniques I learned from Moats and the Virginia Department of Education show that I have the "Ability to use a variety of approaches and activities, derived from high-quality research, to help students improve their literacy skills," (Standard VI-National Board for Professional Teaching Standards).

Conclusion

In conclusion, as the assessment data shows, M.B. has made significant progress in her knowledge of rhyming and phoneme segmentation. She began both lessons with limited knowledge in these areas and left each lesson with an increased understanding of rhyming and phoneme segmentation. It is important to note that M.B. will continue to receive instruction on rhyming and phoneme segmentation to increase her ability to decode words in various texts. I believe having even more background knowledge on rhyming and phoneme segmentation will increase her ability to read more difficult texts.

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Artifact 1

Lesson Plan 1: Rhyming

Objective:

The student will create and recognize rhyming words.

Materials:

- Rhyming assessment
- Rhyming word cards
- Objects that rhyme

Lesson Plan:

Introduction

- Tell student that rhyming words are two words that sound the same at the end but have different beginnings.
- Give the example of cat and hat. Write both words down and circle the ending –at in both words. Point out that the –at part of the word stays the same, but the c and hat change.

Main Lesson

- Pull out a variety of objects that have at least a rhyming match. These objects include a bell/shell, hat/mat, pig/wig, house/mouse, can/fan, dog/log, pail/nail, ect.
- Tell student that we are going to find the rhyming match to each of these objects.
- Have student pick out one object. The student will say the object name aloud, like "bell."
- Then tell student to say each one of the objects out loud and try to find one that has the same ell sound at the end like bell does.
- Once the student finds the shell, ask student to say the words together, "bell, shell."
- Ask, do those 2 words rhyme? If the child says yes, ask student if they can think of another word that rhymes with bell and shell. If student cannot think of another word move on to another object and repeat the process.
- Once student has matched all of the rhyming objects together have student say each pair, like "bell, shell" "hat, mat" "pig, wig."
- Take one set of rhyming objects like can and fan and ask the student to think of another word that rhymes with can and fan. If they are unable to think of one give them an example. Say, "Well, I know can and fan both end with the an sound, so I am going to think of another sound that I can put in front of an. I am going to but the /b/ sound in front of an to make ban. Now you try." Continue this until the student is able to come up with their own rhyming word to match.

<u>Closure</u>

- Ask student to tell you 2 of the objects that we learned about that rhyme.
- Praise student for whatever the objects were and remind them that the 2 words rhyme because they sound the same at the end.

Independent Practice:

- Give student paper pictures of the objects that were used before to match with.
- Have student glue the pictures that rhyme next to each other on the paper.

Assessment:

The student will be given an oral rhyming assessment. The assessment, her answers and how she did is attached.

Artifact 4

Lesson Plan 2: Phoneme Segmentation

Objective:

The student will be able to segment and isolate the sounds in common words.

Materials:

- Phoneme Segmentation Assessment
- Sound boxes sheet
- Bingo chips
- Paper/Pencil activity for segmenting phonemes

Lesson Plan:

Introduction

- Tell student that we will be practicing how to use our letter sounds to read words.
- Write the word cat on the board. Tell student that when we see this word, if we are unsure how to read it we can slowly stretch out the word to try to figure it out.
- Point to the c and say /c/, point to the a and say /a/ and point to the t and say /t/. Now I try to speed up the sounds and I read them. /c/, /a/, /t/. When I say the sounds fast enough together I hear that I am reading cat.

Main Lesson

- Have two sound boxes out in front of the student.
- Tell student that you will be saying a word and you want them to slide a bingo chip into the box as they say back the word slowly. For each sound they hear they move one bingo chip into 1 box.
- Give the example: If I say the word an. You repeat back, "an." Then slide 1 bingo chip into the first box and say /a/ and then slide the 2nd bingo chip into the second box and say /n/. Then say the word again, "an"
- Tell student that the first one is a practice, so let's do it together. Read the word at. Have you and the student both say "at." Both the student and you put a finger on the bingo chip and as you slide it into the first box you say the sound /a./ Then you both put your finger on the second bingo chip and as you slide you say /t./ Then you both say the word again "at"
- Ask student if they understand. If they are unsure, repeat the above process again until they are confident enough to do it themselves.
- Have the student do the same procedure, however this time they do it by themselves. Do it with several 2 letter words including: it, in, ox, is, as, up, ap, op, ect.
- Once the student is comfortable with sounding out 2 letter sounds, change the sound boxes so that there are now 3 (and 3 bingo chips).

- Tell student that when there are 3 sound boxes, we do exactly the same thing, but this time we are looking for 3 sounds in the word.
- Practice one together as you did with the 2 letter words.
- If student understands, have student do the same process using the 3 sound boxes. Do the process with several 3 letter words like: map, sun, dog, pet, wig, bam, pit, den, pot, rug, ect.

Closure

- Ask student what we learned we could do when we come to a word that we are unsure how to read.
- Write a word on the board, run, and you and the student sound out the word /r/, /u/, /n/…run.

Independent Practice:

- Give student the paper/pencil activity for letter sounds.
- Next to each picture there are 3 boxes. The student has to sound out the word, and write the 3 sounds they hear as they sound it out. However, they need to write each sound in a different color. The first sound in blue, the second sound in red and the 3rd sound in green. Therefore, if the picture was of a sun, they would write a blue s in the first box, a red u in the second box and a green n in the 3rd box.

Assessment:

The student will be given an oral phoneme segmentation assessment. The assessment, her answers and how she did is attached.