

15 min.

## Phonemic Awareness

Initial Sounds  
Segment and Blend Words

1. Have students point to the first picture. **This is *tiger*. What is this?** (tiger) **What is the first sound you hear in *tiger*?** (/t/) Repeat the procedure with the remaining pictures. Then, have individuals respond.



tiger, jet, bed

pig, dish, moon

astronaut, hat, bug



- Immediately after the error, say the word and the initial sound.
- Have students repeat the word and initial sound with you.

2. Model how to segment and blend the sounds in words. **When we stretch a word, we make it longer by taking the sounds apart. I'll show you how. The word is *ran*. I'll stretch *ran*, /rrr/ (hold up your first finger); /aaa/ (hold up your second finger); /nnn/ (hold up your third finger). Next, I'll slide the sounds back together to make the word. The word is *ran*.** Model a second example with the word *mud*.

Now let's stretch and slide words together. Hold up a finger for each sound. The word is *if*. Let's stretch *if*. First sound, /iii/ (hold up your first finger); /fff/ (hold up your second finger). Now let's slide the sounds together. Say the word with me, *if*. Lead students using the word *sat*.

Now it's your turn to stretch and slide a word. Hold up a finger for each sound. The word is *me*. Stretch *me*. First sound (/mmm/); last sound (/eee/). Now slide the sounds together. What is the word? (me) Have students segment and blend the word *run*.



- Quickly model how to segment or blend the word correctly.
- Have students repeat the steps.

# Student Page

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