

15 min.

## Phonemic Awareness

Initial Sounds  
Segment and Blend Words

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



snow, me, dog

fin, no, dig

bat, sip, rip



- 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 *on*. I'll stretch *on*, /ooo/ (hold up your first finger); /nnn/ (hold up your second finger). Next, I'll slide the sounds back together to make the word. The word is *on*.** Model a second example with the word *at*.

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

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



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

# Student Page

