Lesson 2: Phoneme Segmentation of CVC Words	
Date: 4/20/12	Ms. Zens, Kerby Elementary School
Common Core Standards:	**K.RFS.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Objective:	Student will understand that each word is made up of sounds (phonemes) and will successfully be able to segment the sounds in a given CVC word.
Materials & Supplies:	1. Picture cards for modeling example- pig, hen, cat, mop, jet 2. Elkonin Box (with three segments, on large paper, laminated) 3. 5 bingo counters 4. Picture of a Train (segmented into 3 sections, laminated) 5. ABC letter cards 6. Picture cards for guided practice- box, jam, mug, fat, pen
Procedure:	*Explanation:* - "Caitlin, remember the other day when I asked you to be a detective and help me figure out the first sound we heard in a word? Do you think you'd like to help me out again today?" [Yes!] "Okay great Caitlin! Today we are still going to be listening for the first sound, but we will also be listening for the other sounds in the word too!" Now explain that words are made up of phonemes. - "Each word is made up of sounds (hold hands out in front of you, palms facing each other about one foot away from each other,) when we put these sounds together (bring hands together to a light clap,) we hear the whole word. - Model with a sight word student is familiar with [at.] "If you hear /a/ (hold up right hand)… /t/ (hold up left hand) you get the word 'at' (move hands together, then repeat.) The two different sounds you hear in 'at' are /a/, /t/ but together they say at!" - "Today we're going to be listening to all the sounds we hear in words. Do you think you can help me with that?" *Modeling with Examples:* - "Alright Detective Caitlin, we have our first clue!" Put picture card of pig in front of student. "What is this?" [Student will respond, "a pig!"] "You're right Caitlin, this is a pig, but what we need to do now is listen for the different sounds we hear in 'pig', okay?" Now place the Elkonin Box (Artifact 9) in front of the two of us, as well a handful of bingo counters. "This is a special tool that will help us listen for all the sounds in the word pig. Watch as Ms. Zens figures

out how many sounds there are in the word pig." Stretch out the word pig one more time for student to hear. "/p/ (put one chip down,) /i/ (put middle chip down,) /g/ (place last chip in the box.) I hear three sounds in the word 'pig' /p/ /i/ /g/. Did you see how I used three counters to hear the three sounds in pig? Watch me as I show you another picture." Move the counters and picture of the pig out of the way, display a picture of a hen. "This is a pen. Listen carefully as I say the word slowly, hhhheeeeennnnn. Let's figure out the different sounds in hen. This time can you move the counters as I say the different sounds in hen? /h/ (student moves the first chip,) /e/ (student moves the middle chip,) /n/ (student puts one more chip in the Elkonin Box.)" Repeat the sounds pointing to each bingo counter. "We heard three sounds in hen, /h/ /e/ /n/." Clear the board and have student help with the remaining three pictures- cat, mop, jet.

Guided Practice:
- "Now that we have practiced listening for different sounds Caitlin, I need you to help me find those sounds and spell the word! I'm so happy you can help me with this project!" Now arrange the ABC letter cards at the top of the work space and give student the picture of the segmented train.
- "This is our word train, it has room for the sounds at the beginning, middle, and end of a word, it will help us spell the words we have!" (Point to the beginning, middle, and end segments to reiterate left → right spelling of the word.) "Here is our first picture to sound out Caitlin, it is a box. Can you say that word nice and slowly with me?" Together, stretch out the word "bbbooooxxxx." Pointing to the ABC cards, "Caitlin can you tell me the sound that comes first?" [Student will say: /b/] "Great job! I hear /b/ at the beginning of 'box' too! Can you find the letter that makes the /b/ sound and put it in the front of our train?" Make sure student grabs the letter b, not d, reiterate that the b looks like a 'bat then ball' if she forgets. "Okay so we have /b/ but we need the train to say 'box' let's stretch it out again (this time teacher uses her finger to tap a section of the train when saying the sounds "/b/ /o/ /x/".) What sound do you hear after /b/ Caitlin?" [Student will say /o/] "Yes! I hear /b/ /o/ can you find the letter that makes an /o/ sound and put it in the middle of the train? Now we just have to listen carefully for the ending sound." Repeat the word and stretch out 'box' again emphasizing the /x/ at the end. "Alright Detective Caitlin, what sound do we hear at the of 'box'?" [Student will make /x/ sound.] "Way to go Caitlin! I hear /x/ at the end of 'box' too! Can you find the letter that makes the /x/ sound and put it at the end of our train?"
- Now that all parts of the train are filled, go back and review the different parts of train. Point to each section. "Let's look at our train

	Caitlin. Can you tell me the sounds we heard in 'box'?" Point to each letter [student will say each sound.] "/b/ /o/ /x/, box! Great work! Let's try a couple more! - Repeat the same procedure with the following picture cards- jam, mug, fat, pen. ***Independent Practice:*** - Student will now work independently on phoneme segmentation activity sheet (Artifact 11) but will need to print the letters she hears in each word. - "Alright Detective Caitlin, now that we have practiced listening carefully for the sounds in words together, it is your turn to figure out these words on your own." Show student the activity sheet and explain using the first word, pot. "Here is a picture of a pot, lets say it slowly and figure out the different parts of the word. Can you tell me the first sound you hear?" [student will say /p/] "Okay, can you write the letter for the sound /p/?" Leave the ABC cards at the top of the workspace for letter formation reference. Once student has written p in the first box. Continue with the rest of the word. Once she has the whole word written, ask her to go back and double check the word. "Now that you have the three parts of 'pot' written, let's go back and say the word together to double check." Point to the first letter and ask her to recite the letter sound, continue all the way through the word. "Alright Detective Caitlin, I'd like you to try the rest all by yourself!" Monitor as student spells each word. - When completed, "Thank you Detective Caitlin, I am so happy that you can tell me the different parts of a word now!"
Assessment:	***Pre-Assessment:*** - I administered the MLPP Phoneme Segmentation Assessment (Artifact 3) on 3/29/12 and the Yopp-Singer Test of Phoneme Segmentation (Artifact 4) on 4/2/12. These two assessments proved that Caitlin was having a difficult time determining the single beginning sound of a given word. I used these pre-assessments as a guiding force behind the development on this lesson dealing with initial sound segmentation. ***Post Assessments:*** - I will use the independent practice activity and activity sheet (Artifact 11) to determine if Caitlin is able to successfully segment the three sounds she hears in a variety of CVC words. She will also have to write the letters associated with the sound. - At the conclusion of both lessons (lesson plans are Artifacts 5 and 8) I will re-administer the Letter Sound Assessment to determine growth as well as the Yopp-Singer Test of Phoneme Segmentation.

Lesson 2 Description and Analysis:

Now that Caitlin has increased knowledge, practice, and success involving the determination of beginning sounds in words, she is ready to continue her word study by listening for the remaining parts (or phonemes) of given words. Using her MLPP "Phoneme Segmentation" pre-assessment and "Yopp-Singer Test of Phoneme Segmentation" as my guide, I developed a series of appropriate activities, exercises, and assessments for Caitlin. On both of these pre-assessments, she was not able to properly segment a single word. The fact that she was unable to segment one word correctly, showed a large gap in her phonological knowledge and the need to an intensive intervention method. In my Kindergarten class, we focus an in-depth unit on this important concept around November or December. We spend several minutes each morning breaking words apart into the individual sound "chunks" verbally, using Elkonin boxes on the SMART board, and more! Since Caitlin joined our class at the very end of February, she missed the introduction and a majority of the practice on this topic. It was evident in her scores: 0/8 and 0/11 that Caitlin's previous teacher had not effectively taught this skill to her.

Beginning this lesson with a continuation of the previous scenario where 'Detective Caitlin' was needed to listen carefully for the sounds in a word once again proved to interest and motivate Caitlin from the beginning (STANDARD IV.) I explained that each sound is made up of a group of different sounds, and that it was our job today to listen and determine which sounds we could hear. I provided her an example using a sight word, or 'word wall word' that we have been working on recently together, at. Modeling with my hands, I moved my hands with the change of each sound, /a/ then /t/. I wanted to make

sure that Caitlin could feel successful and comfortable with a word that she has been reading, writing, and saying a lot recently (STANDARD IV.)

After introducing this idea to Caitlin with a familiar word, I played up the idea of her being a detective by showing her our next clue! This time we had to listen and count the number of sounds we heard in the given clue. I decided to use a strategy that I have used in the past, the Elkonin box (STANDARD VI.) This special box (see Artifact 7) allows students to use a visual tool to segment the individual sounds they hear, "The use of associated pictures, manipulatives like counters, and the visual cues such as squares, representing the number of segments in a word can help reduce demands on working memory and make phonological awareness tasks more concrete" (Troia, 2004, p. 2.) I modeled the task of placing on counter in each box for the different sounds I hear in 'pig' when I stretch it out and say it slowly, /p/ /i/ /g/, one counter was put in each box. After she noticed there were three different sounds in pig I asked her to repeat them for me. Caitlin successfully followed this pattern and she was able to listen carefully to the remaining four words. Not only was she visualizing the three different sounds, she was automatically reviewing her sounds by touching each chip and giving the sound she heard. When it came to the word 'jet,' Caitlin was having a bit of trouble hearing /j/. This is one of the letter sounds that has been a challenge for her, but we worked through it by slowly stretching out the sounds she was saying. Caitlin really seemed to enjoy listening and counting the different sounds she heard. Each time she was able to come up with the answer (all words had three phonemes), she accurately realized, "This one has three sounds too!"

Listening carefully for the number of sounds in a given word proved to be something that Caitlin caught onto very quickly! She was then ready to take the counters

used in the Elkonin box and replace them with the printed letter associated with each sound. To accomplish this, Caitlin would be required to segment consonant-vowel-consonant (CVC) words and determine their spellings based on the individual sounds she hears at the beginning, middle, and end of the word. I brainstormed and created a diagram of a colorful train to represent the beginning, middle, and end of each word; the initial sound she hears will be depicted with a letter in the front of the train, followed by the middle and ending sound (please see Artifact 8 for a picture.) Using this method provided Caitlin with comfort and understanding as it modeled the Elkonin box she used during the modeling examples. This guided practice activity allowed me to assist Caitlin in her understanding of the concept while giving her the freedom to practice the idea by manipulating alphabet cards independently. Caitlin had great success with this activity as well. Her letter-sound awareness has really improved over the past two months, this is evident in her guided practice exercise where she had to listen for sounds that had previously caused her great trouble, and then locate the letter for which that sound is represented by.

The final activity of this lesson was also used as an assessment tool for me, the teacher. I needed to figure out if this lesson accomplished its goal of accurate phoneme segmentation by a student who previously had little success with this concept (STANDARD V.) I developed an activity sheet, displayed in Artifact 9, that incorporates a similar design to the Elkonin boxes we worked with during both the modeling and guided practice activities (STANDARD IV.) Providing Caitlin with a visual representation to remind her that she must segment each different part of the word she hears, the beginning, middle, and end, without blending the sounds together was an important factor when designing this

independent activity for Caitlin. As shown in Artifact 9, Caitlin had great success listening for all beginning sounds in the words; she successfully recognized all six beginning sound examples- the letters p, l, m, r, b, and h were used. I specifically chose the letters b and h because these are consonant sounds that she has been having difficulties with (STANDARD VI.) The instructional exercises provided by lesson two's modeling and guided practice activities, especially using the Elkonin boxes really provided Caitlin with information and practice to be successful at a skill that was causing her great troubles during the pre-assessments and in the general classroom setting amongst her peers. For this independent practice activity, Caitlin was not only listening for sounds, but she was held accountable for figuring out the letter which is represented by that sound and writing it.

Ending sounds, although not specifically taught during these lessons quite like beginning sounds were, also proved to be a source of successful for Caitlin. As she was working through the activity, I saw her taping the three different boxes to separate the sounds out, ending with the last sound she heard. Caitlin also got all six of these answers correct. The one area that she did struggle with more than anything else during the activity was differentiating between the short a and short e sound. This is shown within Artifact 9, the example is bed. Although she correctly counted three phonemes in the word bed and clearly understood the /b/ sound came first and /d/ last, she had trouble hearing the short e. She ultimately wrote a, which she did not see the error in, even after saying the whole word back to herself at the end.

Overall, Caitlin showed great interest and had much success with this second lesson of my case study. Showing Caitlin that each word is made up of different sounds she hears really seemed to get through to her, evident in her great success independently (Artifact 9.)

Lesson 2 Reflection:

The objective for this particular phonemic awareness lesson was that Caitlin would walk away from our time together with a better understanding that words are created by putting different sounds together and that she accurately segment CVC words. With that goal in mind, Caitlin showed great success and growth over the course of this one lesson. Without this understanding and having a handle on the skill of breaking apart words, Caitlin would continue to have many struggles in all literacy areas (STANDARD I,) "Phonological awareness helps children to map sounds to symbols and to break words into their individual sounds- both crucial prerequisite skills for learning to read" (Bhat, Griffin, & Sindelar, 2003, p. 73) After reviewing Caitlin's unsuccessful attempts at segmenting different phonemes, found in Artifacts 3 &4, I knew that these goals and a combination of teaching and hands-on practice with the concept would help Caitlin in the long run.

Before this lesson, Caitlin was breaking down consonant-vowel-consonant words by blending the initial consonant and vowel sounds together and adding a general ending sound (STANDARD VI.) Take the first question on the MLPP Phoneme Segmentation Pre-assessment (Artifact 3) for example, the word was pat. She segmented this as /pa/ /t/ sighting only two phonemes verbally; however, on the independent practice activity after Lesson 2, Caitlin correctly segmented and wrote the word pot, /p/ /o/ /t/. This proves that she has a greater understanding of the make up of given words into their individual phonemes!

The next step from here must be taken before the end of her Kindergarten year. It is my hope to keep this wonderful momentum going and provide her with all the resources

and experiences to gain the greatest base for further reading and writing that first grade will bring. If there were to be third lesson given to Caitlin in this case study, I would definitely add more phoneme segmentation study and practice, this time using words that are not CVC patterned. Evident in Caitlin's post-assessment "Yopp-Singer Test of Phoneme Segmentation" (Artifact 12) Caitlin had a difficult time with words that did not fit the mold of vowel-consonant-vowel. Take the word 'zoo' for example, this word only has two phonemes, Caitlin was used to listening for three, a beginning consonant, a vowel in the middle and another consonant at the end. She responded /z/ (isolating the beginning sound did make be happy,) /oo/ /oo/. She clearly remembered the pattern of three phoneme sounds and figured that she needed to say three sounds aloud to me. I plan on using these post-assessment results and many of the strategies used during these successful lessons to demonstrate and practice other sound patterns with Caitlin before the end of the school year.