

T = Teacher S = Students

Model

Segmenting Sounds
T: Words are made up of individual sounds. Let's talk about the word <i>street</i> .
T: Listen as I segment this word /s/ /t/ /r/ /ē/ /t/.
Counting Sounds
T: Watch and listen as I count the sounds in the word <i>street</i> .
T: /s/ /t/ /r/ /ē/ /t/ (T is increasing fingers while saying sounds.)
T: There are 5 sounds in the word <i>street</i> .
Blending Sounds
T: Listen as I blend the sounds /s/ /t/ /r/ /ē/ /t/, <i>street</i> .

Coach

Segmenting Sounds
T: Words are made up of individual sounds. Let's talk about the word <i>search</i> .
T: Listen as I segment this word /s/ /er/ /ch/.
T: Your turn. S: /s/ /er/ /ch/.
Counting Sounds
T: Let's count the sounds in the word <i>search</i> . You say the sounds and I will count.
S: /s/ /er/ /ch/ (T is increasing fingers while only S are saying sounds.)
T: How many sounds did you hear in the word <i>search</i> ? S: 3 sounds
Blending Sounds
T: Listen as I blend the sounds /s/ /er/ /ch/, <i>search</i> .
T: Your turn to blend the sounds. S: /s/ /er/ /ch/, <i>search</i> .

Independent

Segmenting Sounds
T: Segment the word <i>proper</i> .
S: /p/ /r/ /ō/ /p/ /er/ (T is increasing fingers while only S are saying sounds.)
Counting Sounds
T: Count the sounds. You say the sounds and I will count.
S: /p/ /r/ /ō/ /p/ /er/ (T is increasing fingers while only S are saying sounds.)
T: How many sounds did you hear in the word <i>proper</i> ? S: 5 sounds
Blending Sounds
T: Now blend the sounds. S say /p/ /r/ /ō/ /p/ /er/, <i>proper</i> .