Tips Tailored for Teachers

PHONEME SEGMENTATION is the ability to isolate and identify each individual sound in a word.

- Phoneme blending (taught in Lessons 14–21) and segmenting are essential to reading development. Proficiency in performing these two skills is the key to encoding (spelling) and decoding (reading) words. For this reason, more than one-third of the lessons in **95 Pocket PA**™ explicitly teach blending and segmenting at the phoneme-level.

- In **Lessons 22–31**, the objective is that students will be able to segment the sounds in a vc/cvc word, write the graphemes that spell the sounds in the word, and blend the sounds to read the word. The research-proven routines used in the phoneme segmentation lessons, effectively and efficiently develop students' orthographic mapping, leading to word reading automaticity.

- While facilitating the core phoneme segmentation lessons, use observational and other student data to determine which students should be assessed using **PA4** of the **Phonemic Awareness Screener for Intervention**™ (**PASI**™).

GRADUAL RELEASE

Remember, you can be flexible with implementing the **I Do, We Do,** and **You Do** stages of the lessons. If you feel your students could benefit from additional 'I Do' modeling, provide additional examples. If your students are not quite ready to progress to 'You Do,' stay on the 'We Do' stage for additional prompts while reinforcing accuracy. However, the power is in the 'We Do' and 'You Do' practice. Allowing students ample opportunity to perform at the 'You Do' stage is crtical to build automaticity.

All phonemic awareness and phonics products in the **One95**™ **Literacy Ecosystem** use finger-stretching as an effective strategy to support students' ability to segment phonemes in words.

FINGER-STRETCHING helps students identify, produce, count, and determine missing sounds in a word.

Lesson 22 may be the first time you or your students have used finger-stretching. Here are a few tips to support you when modeling and teaching your students how to finger-stretch:

- Teach your students to finger-stretch using the hand they do not use for writing. This will allow students to stretch sounds in words while they write the letters that spell the sounds.

- Be patient and continue to reinforce good habits of finger-stretching. Students will need lots of practice before this becomes natural.

- To finger-stretch, put your hand in a fist and, starting with your thumb, "stretch" one finger up for each sound.

- As you face the students to model, raise or "stretch" your fingers up from right to left. Students will see you raise your fingers from left to right to mimic reading directionality.

- Monitor students to be sure they are finger-stretching left to right from their perspective.
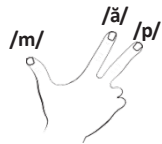
Finally, model and reinforce correct articulation of each sound. Use the technique described in Lesson 6, to "clip" the schwa from the sounds (e.g. /p/—not /pŭ/).

I Do ⏱ **10** MINUTES

Today, you will learn to segment, or say each sound in a word. Today's words have 2 sounds. Watch me. My turn.

The first word is <u>my</u>.

> Say the word in context: **<u>My</u> dog likes to play with me.**

- **I finger-stretch while saying each sound in the word <u>my</u>. When I finger-stretch, I use the hand that I do not use when I write. I start with my thumb.**
- **/m/ /ī/.** (Hold up your thumb for /m/ and your pointer finger for /ī/.)
- **The word <u>my</u> has 2 sounds—/m/ /ī/.** (Touch the tip of each finger and count each sound.) **1, 2.**

1
/m/
2
/ī/
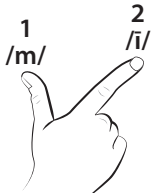
Watch me say all the sounds in another word.

The word is <u>am</u>.

> Say the word in context: **I <u>am</u> happy to be here.**

- **I finger-stretch while saying each sound in the word <u>am</u>.**
- **/ă/ /m/.** (Hold up your thumb for /ă/ and your pointer finger for /m/.)
- **The word <u>am</u> has 2 sounds—/ă/ /m/.** (Touch the tip of each finger and count each sound.) **1, 2.**

Repeat the steps above for additional **I Do** practice with the following word.

| eat | /ē/ /t/ |

We Do *is next*

We Do

Let's practice together. This time, you'll finger-stretch and answer with me.

Before we begin, pick up your pencil and hold it in the hand you use to write. You will use your other hand to finger-stretch. Now, lay your pencil down. Show me the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Ready?

The word is <u>so</u>. Word? so

Say the word in context: **I am <u>so</u> happy.**

- **Finger-stretch and say the sounds in <u>so</u>. /s/ /ō/**
- **How many sounds? 2**

The next word is <u>add</u>. Word? add

Say the word in context: **Can you <u>add</u> the numbers?**

- **Finger-stretch and say the sounds in <u>add</u>. /ă/ /d/**
- **How many sounds? 2**

The next word is <u>pay</u>. Word? pay

Say the word in context: **She will <u>pay</u> for your lunch.**

- **Finger-stretch and say the sounds in <u>pay</u>. /p/ /ā/**
- **How many sounds? 2**

Repeat the steps above for additional **We Do** practice with the following words.

tie	/t/ /ī/	it	/ĭ/ /t/	day	/d/ /ā/
no	/n/ /ō/	see	/s/ /ē/	low	/l/ /ō/
me	/m/ /ē/	shy	/sh/ /ī/	knee	/n/ /ē/

I Do

10 MINUTES

Today, we will practice segmenting, or saying each sound in a word. Today's words have 2 sounds. Watch me. My turn.

The first word is <u>pie</u>.

> Say the word in context: **I like cherry <u>pie</u>.**

- **I finger-stretch while saying each sound in the word <u>pie</u>. When I finger-stretch, I use the hand that I do not use when I write. I start with my thumb.**
- **/p/ /ī/.** (Hold up your thumb for /p/ and your pointer finger for /ī/.)
- **The word <u>pie</u> has 2 sounds—/p/ /ī/.** (Touch the tip of each finger and count each sound.) **1, 2.**

We Do

Let's practice together. This time, you'll finger-stretch and answer with me. Remember to finger-stretch with the hand you do not use for writing. Show me the hand you will use to finger-stretch. Ready?

The word is <u>it</u>. Word? it

> Say the word in context: **<u>It</u> is a sunny day.**

- **Finger-stretch and say the sounds in <u>it</u>. /ĭ/ /t/**
- **How many sounds? 2**

Repeat the steps above for additional **We Do** practice with the following words.

why	/wh/ /ī/	row	/r/ /ō/
at	/ă/ /t/	oak	/ō/ /k/

You Do *is next*

You Do

Now, it's your turn. This time, I will not answer with you. Here are the instructions.

1. I'll say a word, and you'll repeat it.
2. Next, I'll tell you to finger-stretch and say all the sounds in the word.
3. Then, I will ask you how many sounds are in the word.

Remember to finger-stretch with the hand you do not use for writing. Ready?

The word is <u>she</u>. Word? **she**

Say the word in context: **She likes to fish.**

- **Finger-stretch and say the sounds in <u>she</u>. /sh/ /ē/**
- **How many sounds? 2**

The next word is <u>toe</u>. Word? **toe**

Say the word in context: **My dog bit my <u>toe</u>.**

- **Finger-stretch and say the sounds in <u>toe</u>. /t/ /ō/**
- **How many sounds? 2**

Repeat the steps above for additional **You Do** practice with the following words.

| may	/m/ /ā/	of	/ŭ/ /v/	hay	/h/ /ā/
key	/k/ /ē/	tea	/t/ /ē/	bee	/b/ /ē/
go	/g/ /ō/	oat	/ō/ /t/	us	/ŭ/ /s/

Today, you will learn to segment, or say each sound in a word. Today's words have 3 sounds. Watch me. My turn.

The first word is <u>shed</u>.

> Say the word in context: **I keep my bike in the <u>shed</u>.**

- **I finger-stretch while saying each sound in the word <u>shed</u>.**
- **/sh/ /ĕ/ /d/.** (Hold up your thumb for /sh/, your pointer finger for /ĕ/, and your middle finger for /d/.)
- **The word <u>shed</u> has 3 sounds—/sh/ /ĕ/ /d/.** (Touch the tip of each finger and count each sound.) **1, 2, 3.**
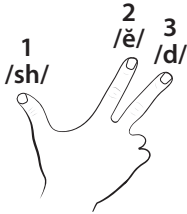
Watch me say all the sounds in another word.

The word is <u>feet</u>.

> Say the word in context: **I put shoes on my <u>feet</u>.**

- **I finger-stretch while saying each sound in the word <u>feet</u>.**
- **/f/ /ē/ /t/.** (Hold up your thumb for /f/, your pointer finger for /ē/, and your middle finger for /t/.)
- **The word <u>feet</u> has 3 sounds—/f/ /ē/ /t/.** (Touch the tip of each finger and count each sound.) **1, 2, 3.**

We Do *is next*

We Do

Let's practice together. This time, you'll finger-stretch and answer with me. Remember to finger-stretch with the hand you do not use for writing. Ready?

The word is <u>sick</u>. Word? **sick**

> Say the word in context: **Please stay home if you are <u>sick</u>.**

- **Finger-stretch and say the sounds in <u>sick</u>. /s/ /ĭ/ /k/**
- **How many sounds? 3**

The next word is <u>tag</u>. Word? **tag**

> Say the word in context: **We play <u>tag</u> outside.**

- **Finger-stretch and say the sounds in <u>tag</u>. /t/ /ă/ /g/**
- **How many sounds? 3**

Repeat the steps above for additional **We Do** practice with the following words.

five	/f/ /ī/ /v/	**vote**	/v/ /ō/ /t/	**set**	/s/ /ĕ/ /t/
miss	/m/ /ĭ/ /s/	**fun**	/f/ /ŭ/ /n/	**dip**	/d/ /ĭ/ /p/
neck	/n/ /ĕ/ /k/	**mice**	/m/ /ī/ /s/	**back**	/b/ /ă/ /k/
sun	/s/ /ŭ/ /n/	**nose**	/n/ /ō/ /z/		

We Do ⏱ **10 MINUTES**

Today, we will practice segmenting, or saying each sound in a word. Today's words have 3 sounds.

Let's practice together. You'll finger-stretch and answer with me. Remember to finger-stretch with the hand you do not use for writing. Ready?

The word is <u>bike</u>. Word? **bike**

> Say the word in context: **I like to ride my <u>bike</u>.**

- **Finger-stretch and say the sounds in <u>bike</u>. /b/ /ī/ /k/**
- **How many sounds? 3**

The word is <u>hot</u>. Word? **hot**

> Say the word in context: **The sun is <u>hot</u>.**

- **Finger-stretch and say the sounds in <u>hot</u>. /h/ /ŏ/ /t/**
- **How many sounds? 3**

Repeat the steps above for additional **We Do** practice with the following words.

rag	/r/ /ă/ /g/	top	/t/ /ŏ/ /p/
night	/n/ /ī/ /t/	lip	/l/ /ĭ/ /p/

You Do *is next*

You Do

Now, it's your turn. This time, I will not answer with you. Here are the instructions.

1. I'll say a word, and you'll repeat it.
2. Next, I'll tell you to finger-stretch and say all the sounds in the word.
3. Then, I will ask you how many sounds are in the word.

Remember to finger-stretch with the hand you do not use for writing. Ready?

The word is <u>pack</u>. Word? pack

Say the word in context: **Did you <u>pack</u> your bag?**

- **Finger-stretch and say the sounds in <u>pack</u>. /p/ /ă/ /k/**
- **How many sounds? 3**

The word is <u>keep</u>. Word? keep

Say the word in context: **I want to <u>keep</u> the puppy.**

- **Finger-stretch and say the sounds in <u>keep</u>. /k/ /ē/ /p/**
- **How many sounds? 3**

Repeat the steps above for additional **You Do** practice with the following words.

met	/m/ /ĕ/ /t/	pen	/p/ /ĕ/ /n/	bug	/b/ /ŭ/ /g/
hug	/h/ /ŭ/ /g/	soon	/s/ /ū/ /n/	shake	/sh/ /ā/ /k/
sat	/s/ /ă/ /t/	job	/j/ /ŏ/ /b/	cat	/k/ /ă/ /t/

We Do ⏱ **10** MINUTES

Today, we will practice segmenting, or saying each sound in a word. Today's words have 3 sounds.

Let's practice together. You'll finger-stretch and answer with me. Remember to finger-stretch with the hand you do not use for writing. Ready?

The word is <u>lake</u>. Word? **lake**

> Say the word in context: **We went swimming in the <u>lake</u>.**

- **Finger-stretch and say the sounds in <u>lake</u>. /l/ /ā/ /k/**
- **How many sounds? 3**

The next word is <u>cup</u>. Word? **cup**

> Say the word in context: **Fill the <u>cup</u> with milk.**

- **Finger-stretch and say the sounds in <u>cup</u>. /k/ /ŭ/ /p/**
- **How many sounds? 3**

You Do *is next*

You Do

Now, it's your turn. This time, I will not answer with you. Here are the instructions.

1. I'll say a word, and you'll repeat it.
2. Next, I'll tell you to finger-stretch and say all the sounds in the word.
3. Then, I will ask you how many sounds are in the word.

Remember to finger-stretch with the hand you do not use for writing. Ready?

The word is <u>ship</u>. Word? **ship**

> Say the word in context: **The <u>ship</u> sailed across the ocean.**

- **Finger-stretch and say the sounds in <u>ship</u>. /sh/ /ĭ/ /p/**
- **How many sounds? 3**

The next word is <u>pet</u>. Word? **pet**

> Say the word in context: **I am getting a cat as a <u>pet</u>.**

- **Finger-stretch and say the sounds in <u>pet</u>. /p/ /ĕ/ /t/**
- **How many sounds? 3**

Repeat the steps above for additional **You Do** practice with the following words.

boat	/b/ /ō/ /t/	bed	/b/ /ĕ/ /d/	seat	/s/ /ē/ /t/
late	/l/ /ā/ /t/	sheep	/sh/ /ē/ /p/	wish	/w/ /ĭ/ /sh/
dog	/d/ /ŏ/ /g/	miss	/m/ /ĭ/ /s/	cheek	/ch/ /ē/ /k/
nap	/n/ /ă/ /p/	book	/b/ /oo/ /k/		
mad	/m/ /ă/ /d/	head	/h/ /ĕ/ /d/		

I Do

Today, you will learn how to segment, or take apart all the sounds in a word. Then, I will write the letters that spell the sounds. Finally, you will blend the sounds to read the word.

Watch me. My turn.

SOUNDS

The word is <u>in</u>.

> Say the word in context: **We are <u>in</u> the classroom.**

- **I finger-stretch while saying each sound in the word <u>in</u>.— /ĭ/ /n/.**
- **The word <u>in</u> has 2 sounds.**
- **Next, I tap and dot the boxes. Each box stands for 1 sound. I place a small dot in each box as I tap and say the sounds.**
- **<u>In</u> has 2 sounds, so I dot 2 boxes—/ĭ/ /n/.**

GRAPHEMES

Now, using only the boxes with dots, I write the letters that spell the sounds.

- **The first sound is /ĭ/ spelled with the vowel letter <u>i</u>.**
- **The last sound is /n/ spelled with the letter <u>n</u>.**

| i | n | | |

- **The sounds are /ĭ/ /n/.** (Scoop under each box and <u>blend</u> the sounds.)
- **The word is <u>in</u>.** (Slide your finger under the boxes as you <u>read</u> the word.)

> Repeat the previous steps for additional **I Do** practice with the following word.
>
> | a | t | | |

We Do *is next*

We Do

This time, you'll finger-stretch and answer with me. Raise the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Let's practice together. Ready?

SOUNDS

The word is i̲t̲. Word? It

Say the word in context: **It is raining.**

- **Finger-stretch and say the sounds in i̲t̲. /ĭ/ /t/**
- **How many sounds? 2**
- **How many boxes should I dot? 2**
- **Say the sounds with me as I dot the boxes. /ĭ/ /t/**

For the next part of the lesson, remind students to put their finger in the air, pointing towards the displayed word, and scoop as they blend the sounds, and slide their finger from left to right as they read the word.

GRAPHEMES

Now, I write the letters that spell the sounds.

- **The first sound is /ĭ/.**
- **Which letter spells the sound /ĭ/? i**

- **The last sound is /t/.**
- **Which letter spells the sound /t/? t**

i	t		

- **Sounds? /ĭ/ /t/** (Scoop under each box and blend the sounds.)
- **Word? it** (Slide your finger under the boxes and read the word.)

Repeat the previous steps for additional **We Do** practice with the following words.

1.
o	n		

2.
a	n		

3.
a	m		

4.
a	t		

5.
i	f		

6.
i	n		

7.
u	p		

Today, we will practice segmenting. We will say, spell, and blend every sound in a word. Raise the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Let's practice together. Ready?

SOUNDS

The word is <u>an</u>. Word? an

> Say the word in context: **I ate <u>an</u> apple.**

- **Finger-stretch and say the sounds in <u>an</u>. /ă/ /n/**
- **How many sounds? 2**
- **How many boxes should I dot? 2**
- **Say the sounds with me as I dot the boxes. /ă/ /n/**

For the next part of the lesson, remind students to put their finger in the air, pointing towards the displayed word, and <u>scoop</u> as they blend the sounds, and <u>slide</u> their finger from left to right as they read the word.

GRAPHEMES

Now, I write the letters that spell the sounds.

- **The first sound is /ă/.**
- **Which letter spells the sound /ă/? a**
- **The last sound is /n/.**
- **Which letter spells the sound /n/? n**

a ·	n ·		

- **Sounds? /ă/ /n/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? an** (Slide your finger under the boxes and <u>read</u> the word.)

Repeat the previous steps for additional **We Do** practice with the following words.

1. | a · | t · | | |
2. | i · | n · | | |

3. | i · | t · | | |
4. | u · | s · | | |

You Do *is next*

You Do

Now, it's your turn. This time, I will not answer with you. Get your board and marker ready.

The word is i̲f̲. Word? if

- **Finger-stretch and say the sounds in i̲f̲. /ĭ/ /f/**
- **How many sounds? 2**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work. Does your board match mine? Change any letters that are not the same.

i .	f .		

Let's blend the sounds and read the word.

Put your finger under the first box. Ready?

- **Sounds? /ĭ/ /f/** (Scoop under each box and blend the sounds.)
- **Word? if** (Slide your finger under the boxes and read the word.)

Follow the **Routine for Sound-Spelling Mapping** for additional **You Do** practice with the following words.

1.	a .	d .		
2.	a .	m .		
3.	a .	t .		
4.	i .	n .		
5.	i .	t .		

Routine for Sound-Spelling Mapping

The word is ____. Word?
- **Finger-stretch and say the sounds in ____.**
- **How many sounds?**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work.
- **Sounds?** (Scoop.)
- **Word?** (Slide.)

Today, we will practice segmenting. We will say, spell, and blend every sound in a word. The words we will spell today have 3 sounds. Watch me. My Turn.

SOUNDS

The word is <u>leg</u>.

> Say the word in context: **I broke my <u>leg</u>.**

- I finger-stretch while saying each sound in the word <u>leg</u>.— /l/ /ĕ/ /g/.
- The word <u>leg</u> has 3 sounds.
- Next, I tap and dot the boxes. Each box stands for 1 sound. I place a small dot in each box as I tap and say the sounds.
- <u>Leg</u> has 3 sounds, so I dot 3 boxes—/l/ /ĕ/ /g/.
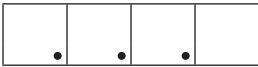
GRAPHEMES

Now, using only the boxes with dots, I write the letters that spell the sounds.

- **The first sound is /l/ spelled with the letter <u>l</u>.**
- **The next sound is /ĕ/ spelled with the vowel letter <u>e</u>.**
- **The last sound is /g/ spelled with the letter <u>g</u>.**

| l | e | g | |
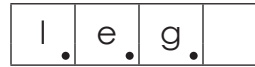
- **The sounds are /l/ /ĕ/ /g/.** (Scoop under each box and <u>blend</u> the sounds.)
- **The word is <u>leg</u>.** (Slide your finger under the boxes and <u>read</u> the word.)

> Repeat the previous steps for additional **I Do** practice with the following word.
>
> | c | a | p | |

We Do

This time, you'll finger-stretch and answer with me. Raise the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Let's practice together. Ready?

SOUNDS

The word is <u>mom</u>. Word? mom

> Say the word in context: **My <u>mom</u> likes to jog.**

- **Finger-stretch and say the sounds in <u>mom</u>. /m/ /ŏ/ /m/**
- **How many sounds? 3**
- **How many boxes should I dot? 3**
- **Say the sounds with me as I dot the boxes. /m/ /ŏ/ /m/**

For the next part of the lesson, remind students to put their finger in the air, pointing towards the displayed word, and <u>scoop</u> as they blend the sounds, and <u>slide</u> their finger from left to right as they read the word.

GRAPHEMES

Now, I write the letters that spell the sounds.

- **The first sound is /m/.**
- **Which letter spells the sound /m/? m**

- **The next sound is /ŏ/.**
- **Which letter spells the sound /ŏ/? o**

- **The last sound is /m/.**
- **Which letter spells the sound /m/? m**

m · o · m ·

- **Sounds? /m/ /ŏ/ /m/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? mom** (Slide your finger under the boxes and <u>read</u> the word.)

Repeat the previous steps for additional **We Do** practice with the following words.

1. n · a · p ·
2. r · e · d ·
3. l · i · p ·
4. c · o · t ·
5. h · a · t ·

Today, we will practice segmenting. We will say, spell, and blend every sound in a word. You'll finger-stretch and answer with me. **Raise the hand you will use to finger-stretch.** (Students should raise their non-dominant hands.)
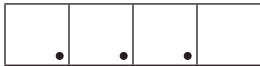
Let's practice together. Ready?

SOUNDS

The word is <u>fan</u>**. Word? fan**

> Say the word in context: **The** <u>fan</u> **will keep you cool.**

- **Finger-stretch and say the sounds in** <u>fan</u>**. /f/ /ă/ /n/**
- **How many sounds? 3**
- **How many boxes should I dot? 3**
- **Say the sounds with me as I dot the boxes. /f/ /ă/ /n/**

.	.	.	

For the next part of the lesson, remind students to put their finger in the air, pointing towards the displayed word, and <u>scoop</u> as they blend the sounds, and <u>slide</u> their finger from left to right as they read the word.

GRAPHEMES

Now, I'll write the letters that spell the sounds.

- **The first sound is /f/.**
- **Which letter spells the sound /f/? f**

- **The next sound is /ă/.**
- **Which letter spells the sound /ă/? a**

- **The last sound is /n/.**
- **Which letter spells the sound /n/? n**

f	a	n	
.	.	.	

- **Sounds? /f/ /ă/ /n/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? fan** (Slide your finger under the boxes and <u>read</u> the word.)

> Repeat the previous steps for additional **We Do** practice with the following word.
>
> | s | i | t | |
> |---|---|---|---|
> | . | . | . | |

You Do *is next*

Now, it's your turn. This time, I will not answer with you. Get your board and marker ready.

The word is <u>mob</u>. Word? **mob**
- **Finger-stretch the sounds in <u>mob</u>. /m/ /ŏ/ /b/**
- **How many sounds? 3**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work. Does your board match mine? Change any letters that are not the same.

m.	o.	b.	

Let's blend the sounds and read the word.

Put your finger under the first box. Ready?
- **Sounds? /m/ /ŏ/ /b/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? mob** (Slide your finger under the boxes and <u>read</u> the word.)

Follow the **Routine for Sound-Spelling Mapping** for additional **You Do** practice with the following words.

1.	h.	a.	d.	
2.	j.	e.	t.	
3.	s.	i.	p.	
4.	j.	o.	g.	
5.	l.	e.	t.	

Routine for Sound-Spelling Mapping

The word is ____. Word?
- **Finger-stretch and say the sounds in ____.**
- **How many sounds?**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work.
- **Sounds?** (Scoop.)
- **Word?** (Slide.)

Today, we will practice segmenting. We will say, spell, and blend every sound in a word. You'll finger-stretch and answer with me. **Raise the hand you will use to finger-stretch.** (Students should raise their non-dominant hands.)
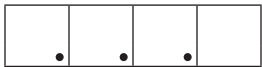
Let's practice together. Ready?

SOUNDS

The word is <u>ten</u>. Word? ten

> Say the word in context: **I have <u>ten</u> fingers.**

- **Finger-stretch and say the sounds in <u>ten</u>. /t/ /ĕ/ /n/**
- **How many sounds? 3**
- **How many boxes should I dot? 3**
- **Say the sounds with me as I dot the boxes. /t/ /ĕ/ /n/**

.	.	.	

For the next part of the lesson, remind students to put their finger in the air, pointing towards the displayed word, and <u>scoop</u> as they blend the sounds, and <u>slide</u> their finger from left to right as they read the word.

GRAPHEMES

Now, I write the letters that spell the sounds.

- **The first sound is /t/.**
- **Which letter spells the sound /t/? t**

- **The next sound is /ĕ/.**
- **Which letter spells the sound /ĕ/? e**

- **The last sound is /n/.**
- **Which letter spells the sound /n/? n**

t .	e .	n .	
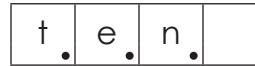
- **Sounds? /t/ /ĕ/ /n/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? ten** (Slide your finger under the boxes and <u>read</u> the word.)

> Repeat the previous steps for additional **We Do** practice with the following word.
>
> | n . | o . | t . | |
> |---|---|---|---|
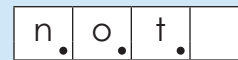
You Do *is next*

You Do

Now, it's your turn. This time, I will not answer with you. Get your board and marker ready.

The word is <u>sap</u>. Word? **sap**

- **Finger-stretch the sounds in <u>sap</u>. /s/ /ă/ /p/**
- **How many sounds? 3**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work. Does your board match mine? Change any letters that are not the same.

s .	a .	p .	

Let's blend the sounds and read the word.

Put your finger under the first box. Ready?

- **Sounds? /s/ /ă/ /p/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? sap** (Slide your finger under the boxes and <u>read</u> the word.)

Follow the **Routine for Sound-Spelling Mapping** for additional **You Do** practice with the following words.

1.	p .	e .	t .	
2.	s .	a .	d .	
3.	m .	a .	p .	
4.	f .	a .	t .	
5.	h .	e .	n .	

Routine for Sound-Spelling Mapping

The word is _____. Word?
- **Finger-stretch and say the sounds in _____.**
- **How many sounds?**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work.
- **Sounds?** (Scoop.)
- **Word?** (Slide.)

Today, we will practice segmenting. We will say, spell, and blend every sound in a word. You'll finger-stretch and answer with me. Raise the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Let's practice together. Ready?

SOUNDS

The word is <u>van</u>. Word? van

> Say the word in context: **I rode in the <u>van</u>.**

- **Finger-stretch and say the sounds in <u>van</u>. /v/ /ă/ /n/**
- **How many sounds? 3**
- **How many boxes should I dot? 3**
- **Say the sounds with me as I dot the boxes. /v/ /ă/ /n/**

.	.	.	

For the next part of the lesson, remind students to put their finger in the air to <u>scoop</u> and <u>slide</u>.

GRAPHEMES

Now, I write the letters that spell the sounds.

- **The first sound is /v/.**
- **Which letter spells the sound /v/? v**

- **The next sound is /ă/.**
- **Which letter spells the sound /ă/? a**

- **The last sound is /n/.**
- **Which letter spells the sound /n/? n**

v .	a .	n .	

- **Sounds? /v/ /ă/ /n/** (Scoop under each box and <u>blend</u> the sounds.)

- **Word? van** (Slide your finger under the boxes and <u>read</u> the word.)

You Do
is next

You Do

Now, it's your turn. This time I will not answer with you. **Get your board and marker ready.**

The word is <u>big</u>. Word? big
- **Finger-stretch and say the sounds in <u>big</u>. /b/ /ĭ/ /g/**
- **How many sounds? 3**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work. Does your board match mine? Change any letters that are not the same.

b .	i .	g .	

Let's blend the sounds and read the word.
- **Sounds? /b/ /ĭ/ /g/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? big** (Slide your finger under the boxes and <u>read</u> the word.)

Follow the **Routine for Sound-Spelling Mapping** for additional **You Do** practice with the following words.

1.	d .	e .	n .
2.	g .	o .	t .
3.	h .	a .	d .
4.	l .	i .	p .
5.	c .	a .	b .
6.	n .	e .	t .
7.	f .	i .	b .
8.	m .	o .	p .

Routine for Sound-Spelling Mapping

The word is ____. Word?
- **Finger-stretch and say the sounds in ____.**
- **How many sounds?**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work.
- **Sounds?** (Scoop.)
- **Word?** (Slide.)

Today, we will practice segmenting. We will say, spell, and blend every sound in a word. You'll finger-stretch and answer with me. Raise the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Let's practice together. Ready?

SOUNDS

The word is <u>yet</u>. Word? yet

> Say the word in context: **Are we there <u>yet</u>?**

- **Finger-stretch and say the sounds in <u>yet</u>. /y/ /ĕ/ /t/**
- **How many sounds? 3**
- **How many boxes should I dot? 3**
- **Say the sounds with me as I dot the boxes. /y/ /ĕ/ /t/**

.	.	.	

For the next part of the lesson, remind students to put their finger in the air to <u>scoop</u> and <u>slide</u>.

GRAPHEMES

Now, I write the letters that spell the sounds.

- **The first sound is /y/.**
- **Which letter spells the sound /y/? y**

- **The next sound is /ĕ/.**
- **Which letter spells the sound /ĕ/? e**

- **The last sound is /t/.**
- **Which letter spells the sound /t/? t**

y .	e .	t .	

- **Sounds? /y/ /ĕ/ /t/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? yet** (Slide your finger under the boxes and <u>read</u> the word.)

You Do *is next*

You Do

Now, it's your turn. This time, I will not answer with you. Get your board and marker ready.

The word is <u>dip</u>. Word? **dip**
- **Finger-stretch and say the sounds in <u>dip</u>. /d/ /ĭ/ /p/**
- **How many sounds? 3**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work. Does your board match mine? Change any letters that are not the same.

d .	i .	p .	

Let's blend the sounds and read the word.
- **Sounds? /d/ /ĭ/ /p/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? dip** (Slide your finger under the boxes and <u>read</u> the word.)

Follow the **Routine for Sound-Spelling Mapping** for additional **You Do** practice with the following words.

1.	f .	o .	g .	
2.	r .	a .	t .	
3.	s .	i .	s .	
4.	w .	e .	b .	
5.	c .	o .	t .	
6.	p .	a .	d .	
7.	h .	e .	n .	
8.	b .	a .	g .	

Routine for Sound-Spelling Mapping

The word is _____. Word?
- **Finger-stretch and say the sounds in _____.**
- **How many sounds?**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work.
- **Sounds?** (Scoop.)
- **Word?** (Slide.)

Today, we will practice segmenting. We will say, spell, and blend every sound in a word. You'll finger-stretch and answer with me. **Raise the hand you will use to finger-stretch.** (Students should raise their non-dominant hands.)
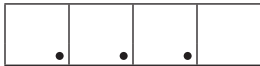
Let's practice together. Ready?

SOUNDS

The word is <u>fed</u>. Word? fed

Say the word in context: **I <u>fed</u> the cat tuna and carrots.**

- **Finger-stretch and say the sounds in <u>fed</u>. /f/ /ĕ/ /d/**
- **How many sounds? 3**
- **How many boxes should I dot? 3**
- **Say the sounds with me as I dot the boxes. /f/ /ĕ/ /d/**

For the next part of the lesson, remind students to put their finger in the air to <u>scoop</u> and <u>slide</u>.

GRAPHEMES

Now, I write the letters that spell the sounds.

- **The first sound is /f/.**
- **Which letter spells the sound /f/? f**

- **The next sound is /ĕ/.**
- **Which letter spells the sound /ĕ/? e**

- **The last sound is /d/.**
- **Which letter spells the sound /d/? d**

f	e	d	

- **Sounds? /f/ /ĕ/ /d/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? fed** (Slide your finger under the boxes and <u>read</u> the word.)

You Do *is next*

You Do

Now, it's your turn. This time, I will not answer with you. Get your board and marker ready.

The word is <u>rod</u>. Word? rod

- **Finger-stretch and say the sounds in <u>rod</u>. /r/ /ŏ/ /d/**
- **How many sounds? 3**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work. Does your board match mine? Change any letters that are not the same.

r .	o .	d .	

Let's blend the sounds and read the word.

- **Sounds? /r/ /ŏ/ /d/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? rod** (Slide your finger under the boxes and <u>read</u> the word.)

Follow the **Routine for Sound-Spelling Mapping** for additional **You Do** practice with the following words.

1.	z .	i .	p .
2.	d .	o .	t .
3.	c .	a .	n .
4.	l .	e .	d .
5.	p .	i .	t .
6.	w .	a .	g .
7.	b .	e .	t .
8.	r .	i .	m .

Routine for Sound-Spelling Mapping

The word is _____. Word?
- **Finger-stretch and say the sounds in _____.**
- **How many sounds?**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work.
- **Sounds?** (Scoop.)
- **Word?** (Slide.)

Today, we will practice segmenting. We will say, spell, and blend every sound in a word. You'll finger-stretch and answer with me. **Raise the hand you will use to finger-stretch.** (Students should raise their non-dominant hands.)
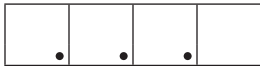
Let's practice together. Ready?

SOUNDS

The word is <u>yip</u>. Word? **yip**

Say the word in context: **Did you hear the puppy <u>yip</u>?**

- **Finger-stretch and say the sounds in <u>yip</u>. /y/ /ĭ/ /p/**
- **How many sounds? 3**
- **How many boxes should I dot? 3**
- **Say the sounds with me as I dot the boxes. /y/ /ĭ/ /p/**

For the next part of the lesson, remind students to put their finger in the air to <u>scoop</u> and <u>slide</u>.

GRAPHEMES

Now, I'll write the letters that spell the sounds.

- **The first sound is /y/.**
- **Which letter spells the sound /y/? y**

- **The next sound is /ĭ/.**
- **Which letter spells the sound /ĭ/? i**

- **The last sound is /p/.**
- **Which letter spells the sound /p/? p**

| y | i | p | |

- **Sounds? /y/ /ĭ/ /p/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? yip** (Slide your finger under the boxes and <u>read</u> the word.)

You Do *is next*

You Do

Now, it's your turn. This time, I will not answer with you. Get your board and marker ready.

The word is <u>cap</u>. Word? cap

- **Finger-stretch the sounds in <u>cap</u>. /k/ /ă/ /p/**
- **How many sounds? 3**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work. Does your board match mine? Change any letters that are not the same.

c.	a.	p.	

Let's blend the sounds and read the word.

- **Sounds? /k/ /ă/ /p/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? cap** (Slide your finger under the boxes and <u>read</u> the word.)

Follow the **Routine for Sound-Spelling Mapping** for additional **You Do** practice with the following words.

1.	f.	i.	n.	
2.	y.	e.	s.	
3.	n.	o.	d.	
4.	z.	i.	p.	
5.	j.	o.	g.	
6.	m.	a.	t.	
7.	k.	i.	d.	
8.	l.	e.	t.	

Routine for Sound-Spelling Mapping

The word is _____. Word?
- **Finger-stretch and say the sounds in _____.**
- **How many sounds?**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work.
- **Sounds?** (Scoop.)
- **Word?** (Slide.)

We Do ⏱ **10** MINUTES

Today, we will practice segmenting. We will say, spell, and blend every sound in a word. You'll finger-stretch and answer with me. Raise the hand you will use to finger-stretch. (Students should raise their non-dominant hands.)

Let's practice together. Ready?

SOUNDS

The word is <u>vet</u>. Word? **vet**

> Say the word in context: **I took my dog to the <u>vet</u>.**

- **Finger-stretch and say the sounds in <u>vet</u>. /v/ /ĕ/ /t/**
- **How many sounds? 3**
- **How many boxes should I dot? 3**
- **Say the sounds with me as I dot the boxes. /v/ /ĕ/ /t/**

•	•	•	

For the next part of the lesson, remind students to put their finger in the air to <u>scoop</u> and <u>slide</u>.

GRAPHEMES

Now, I write the letters that spell the sounds.

- **The first sound is /v/.**
- **Which letter spells the sound /v/? v**

- **The next sound is /ĕ/.**
- **Which letter spells the sound /ĕ/? e**

- **The last sound is /t/.**
- **Which letter spells the sound /t/? t**

v •	e •	t •	

- **Sounds? /v/ /ĕ/ /t/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? vet** (Slide your finger under the boxes and <u>read</u> the word.)

You Do *is next* ➤

You Do

Now, it's your turn. This time, I will not answer with you. Get your board and marker ready.

The word is <u>cob</u>. Word? cob
- **Finger-stretch the sounds in <u>cob</u>. /k/ /ŏ/ /b/**
- **How many sounds? 3**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work. Does your board match mine? Change any letters that are not the same.

c.	o.	b.	

Let's blend the sounds and read the word.
- **Sounds? /k/ /ŏ/ /b/** (Scoop under each box and <u>blend</u> the sounds.)
- **Word? cob** (Slide your finger under the boxes and <u>read</u> the word.)

Follow the **Routine for Sound-Spelling Mapping** for additional **You Do** practice with the following words.

#				
1.	b.	e.	g.	
2.	d.	i.	d.	
3.	f.	a.	t.	
4.	h.	o.	p.	
5.	j.	e.	t.	
6.	m.	a.	p.	
7.	z.	i.	g.	
8.	r.	o.	b.	

Routine for Sound-Spelling Mapping

The word is _____. Word?
- **Finger-stretch and say the sounds in _____.**
- **How many sounds?**
- **Say the sounds and dot the boxes on your board.**
- **Write the letters that spell the sounds.**

Now, check your work.
- **Sounds?** (Scoop.)
- **Word?** (Slide.)