

Figure 2.5 Segmenting Samples

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|------------------------------|--|
| sentences to words | <i>The dog barks</i> becomes /The/ /dog/ /barks/ |
| words to syllables | <i>garden</i> becomes /gar/den |
| words to onset and rime | <i>bike</i> becomes /b/-/ike/ |
| words to individual phonemes | <i>cat</i> becomes /c/-/a/-/t/ |

To support Blending and Segmenting Sounds while reading, a set of skills is required to effectively implement this reading strategy. The synchronized application of several reading strategies results in making meaning while reading a text. The skills, additional integrated reading strategies, and their reading components found in corresponding chapters are listed below.

Focus Skill(s):

- Concepts of words
- Awareness of sounds; onset and rimes
- Connecting
- Separating

Integrated Strategies:

- Isolating and Identifying Sounds; Analyzing Sounds (Chapter 2)

Accountable Teacher Talk for Blending and Segmenting Sounds



Following is a list of suggested Teacher Talk that encourages readers to think strategically as they employ the Blending and Segmenting Sounds strategy. To effectively increase levels of thinking, these suggestions incorporate Bloom's Taxonomy's higher-order questioning (Anderson and Krathwohl 2001) and Webb's Depth of Knowledge (2002).

Remembering and Understanding (Recall)

- How many words do you hear in the sentence?
- How does hearing the onset and then the rime help you to form the word?

Applying (Skill/Concept)

- Demonstrate the number of syllables (or sounds) you hear in the word by pushing your counters together.

Analyzing (Strategic Thinking)

- Try to say the word slowly to hear the individual sounds in the word ____ and determine other words that are close to the same number of sounds. How does slowly hearing each individual sound and blending the sounds as you go help you when forming a word?

Evaluating and Creating (Extended Thinking)

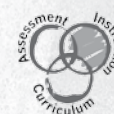
- Isolate the second syllable in the word _____. How many letters are represented within the highlighted syllable? What is the vowel that is in the highlighted syllable? Explain how thinking about syllables supports your ability to decode/sound out a word.
- Investigate words by their syllables. What information can you gather to support your understanding of syllables? Explain the steps you used to determine where the syllable breaks are in the word.

Behavior Indicators for Blending and Segmenting Sounds

As you assess students' ability to blend phonemes, use the following behaviors as a guide. Do students exhibit these behaviors never, rarely, often, or always?

- Blend and segment onsets and rimes of single-syllable spoken words
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- Identify and separate a sentence to individual words, individual words to syllables, words to onset and rime, individual units of sound in a word, and structural analysis of a word

Techniques for Blending and Segmenting Sounds



Chime with Rimes

Purpose:

To hear and analyze two segments of a word, such as the onset and rime and blend them together to form the word

ELL Technique:

Yes

Materials:

- text
- word list from text with onsets and rimes
- puppet
- magazines
- dry-erase boards and markers
- online clip art programs
- *Rimes Poster* (see [rimesposter.pdf](#))
- Word Study Journals
- chart paper
- markers

Word Study
Blending and
Segmenting
Sounds

Learning Phases

I

After reading a sentence from a selected text, present students with a word from the text. Read the word to students, noting the particular rime sound you are studying (e.g., *ight*). Use a puppet to introduce blending onset and rimes by chanting a jingle as follows: Use two different voices. Your voice: “It starts with /n/.” Puppet voice: “and it ends with /ight/.” Your voice: “put it together, and it says *night*.”

We

Select a student to listen to the puppet say the onset and have the student create a rime that would make the new word. Rimes can be selected from the *Rimes Poster* to create a word to chant the jingle and have the student fill in the word at the end of the sentence. For example, “I know a word that begins with /c/ and ends with /ake/. Now put it together and it says ____ [cake].”

Continue to use the puppet and have students listen to the onset and rime (e.g., /r/-/ake/) and blend the two together in their minds to create a visual representation of the chosen onset and rime word.
Suggested Teacher Talk: *Explain how these words are similar.*

With
You

Ask groups to cut pictures out of a magazine or use electronic illustrations that represent a word with an onset and rime. Students can collect the pictures in a Word Study Journals, identify the segmentation in the word, and blend the word beside the picture in written form.

By
You

While independently reading, have students search for onset and rime words to analyze and demonstrate segmentation in their Word Study Journals. They can place a / to demonstrate the segmentation(s) in the word (e.g., r/ake, p/eeek).

Differentiation

To support visual learners and English language learners, use two different-color markers (one color for the onset *n* and the other color for the rime *ight*) to highlight the word for all students to see; record the word on a chart, using markers with these same colors.

Extensions

- Have students segment the word either by syllables (pen/cil) or phonemes (/d/- /e/- /s/-/k/).
- Challenge teams to think about or search in their text for words that have a particular rime, such as *-ight*, as a part of the words (e.g., *frightened*, *mighty*, *delightful*).

Body Blending

Purpose:

To hear the individual units of sound in a word and act out the blending of the phonemes to form the word

ELL Technique:

Yes

Materials:

- Hula-Hoops™
- index cards
- Word Study Journals

Learning Phases

I

Place one Hula-Hoop™ on the ground for each phoneme represented in a chosen word (e.g., *met* has three phonemes (/m/-/e/-/t/) = three hoops). Say each sound individually as you step into one hoop at a time. Move from left to right to represent the order of sounds in a word.

After saying the last sound, step out of the final hoop and blend all the sounds represented and say the word aloud. **Suggested Teacher Talk:** *How does slowly hearing each individual sound and blending the sounds as you go help you when forming a word?*

We

On individual cards, segment words into sounds or syllables. Choose volunteers to represent the proper number of sounds for students to “be a phoneme or syllable” in a predetermined word (e.g., log). Ask each student to stand behind a hoop. Invite the first student to step into the hoop and begin by saying the first sound (e.g., /l/). The next student steps inside his or her hoop and says the second sound (e.g., /o/) while linking onto the first student and orally combines the first sound with the second sound (e.g., /lo/).

Continue until all students standing in the hoops have said their sounds and linked arms to form a word. Have all the linked students take one step forward out of their hoops and pronounce the entire word in unison (log).

With
You

With small groups at a center/station, students can practice Body Blending using phonemes, or they can select one onset card and one rime card from the stacks and hop into the first Hula-Hoop™ and pronounce the onset. Then, hop into the next Hula-Hoop™ and say the rime. Finally, hop out of the Hula-Hoop™ and pronounce the blended word. **Suggested Teacher Talk:** *When you hop out of the final hoop, what are you doing to the word?*

By
You

Have students select words from their independent reading or writing to segment and blend sounds. After segmenting the sounds in a chosen word, have students draw circles (representing the hoops) from left to right for each sound in the word.

Instruct students to then write the grapheme(s) that correlate with each sound in the appropriate circle and the blended word below the circles. Students can use index cards to create segmentation cards by writing each sound segment on a card to share with others to scramble and blend.

Differentiation

Blend and segment the given words by syllables, affixes, and root words (e.g., if the word is multiplication, and you are working with syllables, the first student will say /mul/, and the second student will say /ti/ and then blend /mul/ and /ti/ together by saying /mul/ti/. The third student will say /pli/, followed by /mul/ti/pli/). Continue this process until students form the entire word.

Extension

Using key academic vocabulary words, write the letters on a note card that represents a unit of sound. Mix up the letter cards representing the word and pass them out to teams of students. Teams work to unscramble the letters and then perform their word, not by showing their letter cards but by saying the sounds and forming the word using the process described in the technique. If several letter cards could blend together to be an affix, have those students stay inside a Hula-Hoop™ together or stand shoulder-to-shoulder as they present their sounds. The rest of the class listens to the sounds and tries to discover the word. Instruct students to record the newly blended words in their Word Study Journals.

Egg-Cited About Sounds

Purpose:

To hear individual units of sound in words, and segment spoken syllable words into their complete sequence of individual sounds (phonemes)

ELL Technique:

Yes

Materials:

- text
- plastic eggs or a close and open container
- objects for counters (e.g., colored candies, paper clips)
- Word Study Journals

Learning Phases

I

Select words from a text you are reading in class. Pronounce one word and orally segment the phonemes in the word while dropping a counter into the egg or container. Close the container. Orally produce each phoneme again, shaking the egg/container with each phoneme.

We

Distribute one plastic egg (or a container that can be opened and closed) and four to six counters to students, and orally share a word from the text. Have students decide how many sounds are in the word and place a counter in the egg to represent each sound. **Suggested Teacher Talk:** *Determine how many sounds you hear in the word, and place a counter to represent each sound. How many counters did you place inside your egg? Why?* Have students close the eggs and pronounce the word slowly by isolating each sound as they shake the egg to the rhythm of the sounds.

With
You

Divide students into pairs. Designate one student as Partner A and the other Partner B. Have Partner A search through the selected text and choose a word to have Partner B segment according to the desired outcome (sounds, syllables) using the process described in the previous section. Then, Partner A checks the accuracy of Partner B's ability to segment and they reverse roles with alternative words.

By
You

Ask students to select a word from their independent reading or writing and write the word in their Word Study Journals. Specify the type of segments (sounds, syllables), and have students search in the text and highlight the chosen segment. Have students place the appropriate number of counters in the egg and shake out the word independently.

As the student pulls each counter out, instruct him or her to draw circles or boxes for the sounds represented in the word and then blend them all together by writing the word under the circles or boxes and revisiting the word in context.

Differentiation

Analyze a variety of segments (syllables, root and inflectional endings, affixes and roots in the word) while dropping a counter into the egg to represent each form of segmentation.

Suggested Teacher Talk: *Isolate the second syllable in the word _____. How many letters are represented within the highlighted syllable?* For example, if the word is *hibernation*, then students would place three counters in the container for the letters in /ber/. Then, students can analyze the highlighted syllable segment to determine from the number of letters how many sound units are within the syllable. For example, in the /ber/ syllable from the word *hibernation*, there are only two sounds: /b/ and the r-controlled vowel /er/.

Silly Sound Segmenting

Purpose:

To separate individual units of sounds in a word and demonstrate sounds through a tangible representation

ELL Technique:

Yes

Materials:

- text
- clay
- Word Study Journals
- sticky notes
- picture card

Learning Phases

I

Select a word from a familiar text, or show a picture card that represents the word. Roll a ball of clay into a long “silly snake” to represent the selected word. Orally segment each phoneme in the word, breaking off a chunk of clay as you say each phoneme, making sure to use the entire strip of clay since it represents the whole word.

Pick up the first piece of clay and say the phoneme it represents. Repeat this process with each piece of clay, presenting each phoneme within the word. Demonstrate blending the segments by picking up the first piece of clay again and say the phoneme it represents.

Next, pick up the second piece of clay and say the phoneme it represents while connecting the first and second pieces of clay. Orally produce the sound segment the first two phonemes represent. For example, if the *chosen* word is *fish*, the sound segment that represents the first two phonemes is /f/ + /i/ = /fi/. Continue this process until each phoneme is blended back together to form the original word.

We

Display sticky notes instead of clay for the whole group to see. Each sticky note denotes a syllable in the example word. Use a pointer or your finger to glide under each sticky note as you repeat the word. Share a word with the class, and ask volunteers to come up and count out how many sticky notes will be needed to represent the determined segments. Have the volunteers say the designated sounds and stick the note card on display, gliding to demonstrate blending the sounds. **Suggested Teacher Talk:** *Demonstrate how many sounds you hear in the word _____. Repeat the process with a new word from the text you are reading.*

With
You

Divide students into small groups. Provide each group with several small balls of clay, and ask them to shape their clay into a log roll like a snake. Pronounce a word directly from a chosen text and have students separate their “snakes” into a corresponding number of sound units, reminding them that each segment represents a phoneme. Have students demonstrate a one-to-one correspondence with each section of their snakes as they say the phonemes separately. Then have them pick up each individual segment while pronouncing the corresponding phoneme, pinching the individual segments together as they fuse the phonemes to re-form the word by blending. **Suggested Teacher Talk:** *What sounds do you hear in the word? Separate the sounds and represent each segment with a separate piece of clay. Which visual representation shows the ____ (e.g., the second) syllable in the word ____? (e.g., word = bicycle, second syllable = cy)*

By
You

Ask students to select words from a familiar literary or informational text the class has read or the student has read independently. Invite them to segment and blend phonemes in the selected words, creating a visual representation of each phoneme with clay, using the process previously described.

Differentiation

Have students blend the word in a variety of ways (e.g., syllables, prefix, or suffix, root word) and analyze the vowel sounds within each segment of the word while physically and orally reforming the word.

Extensions

- Break each syllable into individual phonemes by putting a tally mark on a syllable sticky note or break each piece of clay apart again to denote the number of phonemes in each syllable. Stack the sticky notes on top of each other as you say each syllable. Say the first syllable and pick up the first visual note. Continue to connect sticky notes, creating a visual representation of each syllable blending with the previous syllable to reform the word.
- Select a mystery word. Write clues for other students to demonstrate a word that would best represent the mystery word. For example, “I am thinking of a four syllable word—the first syllable vowel is /i/, it is a book of words with their definitions” (dic/- / tion/-/ar/-/y). In a Word Study Journal, students may record the word and the number representing how many segments are in the word (e.g., phonemes, syllables, affixes) and any mystery clues they create.



Word Study Strategy: Synthesizing Sounds

Students apply the word-study strategy of Synthesizing Sounds by converting letters (graphemes) into sounds (phonemes) and then combining those sounds to create a meaningful word. *Synthesizing* means to combine parts or elements to form a whole. This strategy mirrors the synthetic-phonics approach which demonstrates integration between visual and phonological representations (Johnston, McGeown, and Watson 2011). Some educators use the term *synthetic* with the term *explicit* when referring to phonics to detail the precise way letters and sounds are associated and then blended together through decoding. Adams (1990) defines *explicit phonics* as “the provision of systematic instruction or the relation of letter-sounds to words” (49). This provision is necessary for students who have little prerequisite knowledge about alphabetic principle and phonemic awareness.

“The more students pay attention to what their mouths do when they make a speech sound, the more likely they are to remember the association of sound to letter” (Herron 2008, 80). Implementing the synthesizing strategy systematically enhances the identification and blending of phonemes by providing opportunities to merge sounds incorporating instructional techniques that support these associations enables students to become independent strategic readers.

To support Synthesizing Sounds while reading, a set of skills is required to effectively implement this reading strategy. The synchronized application of several reading strategies results in making meaning while reading a text. The skills, additional integrated reading strategies, and their reading components found in corresponding chapters, are listed below.

Focus Skill(s):

- Concepts of words
- Manipulating sounds
- Connecting sounds

Integrated Strategies:

- Isolating and Identifying; Sounds Blending and Segmenting Sounds (Chapter 2)
- Associating; Analyzing Words; Word Awareness (Chapter 3)



Accountable Teacher Talk for Synthesizing Sounds

Following is a list of suggested Teacher Talk that encourages readers to think strategically as they employ the Synthesizing Sounds strategy. To effectively increase levels of thinking, these suggestions incorporate Bloom’s Taxonomy’s higher-order questioning (Anderson and Krathwohl 2001) and Webb’s Depth of Knowledge (2002).