

# Week 9 - Segmenting Sounds



Early Learning Coalition  
of Palm Beach County  
*Ready to Learn. Ready for Life.*



| Days                             | Monday   | Tuesday  | Wednesday  | Thursday   | Friday   |
|----------------------------------|--|--|--|--|--|
| Lesson for the day               | Robot Talk Words   | Sound Hop Mats   | Push & Say Sound Chips   | Sound Stretch wit Rubber Bands   | Segmenting Sound Story Walk  |
| Learning Objective               | Children will segment simple words into individual sounds using slow, robotic speech.  | Children will segment phonemes by hopping to each sound in a word.   | Children will isolate and segment sounds using manipulative's.   | Children will stretch words apart into phonemes using tactile movement.  | Children will segment words embedded within a simple story.  |
| Materials                        | Robot hat or prop (optional), picture cards, small objects.  | Floor mats or paper circles, picture cards.  | Counters, buttons, or chips; trays; picture cards.   | Rubber bands or stretchy string, picture cards.  | Short picture story, story mats, picture cards.  |
| Step-by-Step Directions          | Model robot talk: "c-a-t". Children repeat segmented sounds. Match segmented word to picture. Children take turns being the robot. | Place 2-3 mats in a row. Show picture card. Children hop to each mat while saying a sound. Blend at the end. | Show picture. Children push one chip for each sound they hear. Count chips together. Repeat with multiple words. | Give each child a rubber band. Show picture and say word. Children stretch band while segmenting: "s-u-n". Release band and say full word. | Read a story with target words. Pause at each word and segment sounds. Children move to matching picture mat. Celebrate completing the story path. |
| Teacher Language Prompts         | "Say it like a robot." "What sounds do you hear?"  | "Hop each sound." "Let's break it apart."  | "Push a chip for each sound." "What's the frist sound you hear?"   | "Stretch the word." "Feel the sounds."   | "Let's break that word apart." "What sounds did we hear?"  |
| Adaptations for Diverse Learners | Use two-sound words; provide visuals; allow tapping instead of verbalizing.  | Use fewer mats; offer hand support; allow pointing instead of hopping.                                       | Use larger items; reduce number of sounds; provide hand-over-hand support.                                       | Use visual stretch lines; allow teacher to model without requiring child manipulation.   | Use repetitive boosk; reduce number of target words; provide echoing opportunities.  |