Say-It and Move It

Phoneme segmentation requires students to break a word into its separate sounds. Teaching how to segment words into sounds helps students learn to spell (Armburster, Lehr and Osborn 2001). This sample lesson model is based on the say-it-and-move-it activities described in *Road to the Code* (Blachman et al. 2000). This sample lesson model targets two-phoneme words. The same model can be adapted for three or four phoneme words and used to enhance instruction in phoneme segmentation and blending in any commercial reading program.

Develop Oral Language
Because it is very difficult to work with sounds in an unfamiliar word, it is important that students know the meaning of the words used in this lesson model. To ensure that students develop in-depth knowledge of the words, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model
Display the Say-It-and-Move-It Board. Place two buttons in the circle at the top of the board. Tell students that you are going to show them how to play a game called Say-It-and-Move-It. To play the game, you will first say a sound in a word and then move a button that represents the sound. Say: Here is the first word: egg. Ask: What word did I say? (egg) Say: Listen and watch me as I play. Then say the first sound in egg, /eee/. As you are saying /eee/, simultaneously slide a button out of the circle and down to the black dot on the arrow. Point to the button and say: /eee/ Now say: /g/. As you are saying /g/, simultaneously slide the remaining but-ton out of the circle and down to the arrow, placing it to the immediate right of the first button. Point to the second button and say: /g/. Ask: *How many buttons did I move?* (two) ' Say: *Now I'll say the whole word fast, egg*. Slide your finger under the buttons from left to right as you say the word *egg* normally. Repeat the same procedure with the following words: *eat* (/ē/ /t/) and ice (/ī/ /s/).

Small-Group Guided Practice

Give each student a Say-It-and-Move-It Board and two counters. Tell them that they are going to play Say-It-and-Move-It with you. Tell students to place their counters in the circle at the top of the board. Say: *The first word is me*. Ask: (me) Say: *Now let's say it and move it.* Remind students to slide a counter down to the arrow as they say each sound in the word. (/mmm/ /eee/) Then ask: How many counters did you move? (two) Then ask students to slide their finger under the two counters and to say the word fast. (me) Finally, direct students to move their two counters back inside the circle and get ready for the next word. Repeat the same procedure with the following words: ape (/ā/ /p/), low (/l/ /ō/), zoo (/z/ /oo/), say (/s/ /ā/), knee (/n/ /ē/), tie (/t/ /ī/), day (/d/ /ā/), new (/n/ /oo/).

CORRECTIVE FEEDBACK

If a student responds incorrectly, model the correct response. For example, say: Let's try this again. Watch me say it and move it. Then ask the student to say it and move it with you. Next, ask the student to say it and move it independently. ·

OBSERVE & ASSESS

Questions or Observation	Benchmarks
How many sounds in up? (two) Can you say them? (/u/ /p/)	Student can segment spoken words into sounds.
Can you say /u/ /p/ fast? (up)	Student can blend spoken sounds to form whole words