

# Moving the Sounds

## Objective

Students will determine the number of phonemes (individual sounds) in a word.

## Materials

- Counters (four per student)
- Moving the Sounds handout (one per student)

## Overview

Explicitly model the activity and then provide multiple opportunities for practice with corrective feedback. This is an auditory activity, so do not write the letters. Focus on the sounds in the words, not the spelling.

## Activity

1. Distribute four counters and the Moving the Sounds handout to each student.
2. Say a two-, three-, or four-phoneme word (see example words below).
  - Two-phoneme examples: *go, up, my, bay, pie*
  - Three-phoneme examples: *man, gum, chop, tip, bed*
  - Four-phoneme examples: *list, fast, must, hand, lunch*
3. Have students repeat the word.
4. Have students segment the word into phonemes, placing a counter into a box for each sound they hear in the word.
5. Continue, using words with varying numbers of phonemes.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). *Teacher reading academies*. Austin, TX: Author.

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