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| Phonological Awareness Skill-Partner Practice |
| **Word Segmentation Description:**Given a compound word, student breaks the word into the two smallest parts. | **Teacher says:**Can you clap the word parts *doghouse*? (dog •house)How many times did you clap? (two) |
| **Phoneme Segmentation Description:**Given a whole word, students separate the word into individual phonemes and says each sound. | **Teacher says:**How many sound in *big*? (three)Can you say them sound by sound? (/b/ /i/ /g/) |
| **Sentence Segmentation Description:**Given a sentence or a phrase, student taps one time for every word in the sentence. | **Teacher says:**Tap one time for every word you hear in the sentence: *I like pizza*.  |
| **Onset and Rime Segmentation Description:**Given a word, student breaks the word into onset and rime. | **Teacher says:**Can you say *big* in two parts? (/b/…/ig/) |
| **Phoneme Substitution Description:**Given a word, student makes a new word by replacing one phoneme for another. | **Teacher says:**The word is *rug.* Change /g/ to /n/).What’s the new word? (run) |

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