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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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