

Alphabet Soup

SEGMENTING PHONEMES



VIDEO CONNECTION:

In this [video](#), students are transported with Kayla and Scarlett to a kitchen, where they **chop** words into individual sounds to make Alphabet Soup!

COMPONENTS:

Phonemic Awareness and Phonics



SUBCOMPONENT FOCUS:

- Segmenting phonemes, i.e., sounds
- Visually linking phonemes and letters

DEL DANCE FRAMEWORK COMPONENTS:

- Action Words
- Guided Exploration using all components of the DEL Dance Framework: Body, Effort, Space, Relationship
- Making Connections to cooking

LEARNING OBJECTIVES:

Students will...



- Identify and segment phonemes in 3-phoneme words.
- Explore the relationship between individual sounds and words.



ACTIVITY STATEMENT:

Students will engage in a **Guided Exploration** of the action word **chop** and segment phonemes in three-phoneme words using a variety of elements from the **DEL Dance Framework**.

PHONICS CARDS:

Alphabet Soup Cards:
3-Phoneme Words



NOTE TO TEACHERS:

For this activity, invite your students to imagine they are chefs in a kitchen - or create another playful environment where students can “**chop**” words into sounds!

ACTIVITY STEPS:



1. Review rules for safe movement in your classroom.
2. Facilitate a **Guided Exploration** of the Action Word chop:
 - a. Intersperse moments of stillness, asking students to freeze and make a shape (a still pose).
 - b. Encourage students to explore infinite movement possibilities! Use the **DEL Sentence Frames for Guided Exploration** document as well as the **DEL Dance Framework** for ideas.
 - c. Try to include elements from all four categories (Body, Effort, Space, and Relationship) of the **DEL Dance Framework** in your exploration. For example, you might say:

*Can you **chop** up high? Can you **chop** down low? Can you **chop** slowly? Can you **chop** quickly? Can you **chop** with one elbow? Can you **chop** with one finger? Can you **chop** with your nose? Can you **chop** while turning? Can you **chop** in a sharp way? Can you **chop** up and down? Can you **chop** to the beat of the music? How else can you **chop**?*
 - d. Narrate students' movement choices. For example, *I see Matteo **chop** with his knee. I see Katie **chop** in a silly way.*
 - e. Highlight certain movement choices and have the whole class try them. For example, *Matteo, can you show us how you **chop**? Matteo **chops** with his knee. Let's all try it.*
3. Explain to students that words are made up of sounds, and those sounds can be **chopped** apart! Invite students to imagine that they are making alphabet soup, exploring different ways to **chop** ingredients for their soup as they segment words into phonemes.
4. Explore chopping three-phoneme words. For example:

hat

Hat: Display the  card. *Can you **chop** with two hands together, as we segment each sound in **hat**? /h/ /ă/ /t/.*

- a. Use one chop per sound. Repeat the chopping/segmenting of the word three times.
 - b. Then, invite students to segment the sounds in hat again, this time, chopping in their own way. Narrate their movement choices. For example, *I see Stella **chop** and jump. I see Cole **chop** on a low level.* You can also highlight certain movement choices and have the whole class try them. For example, *Stella, can you show us how you **chop** and jump? Let's all try it!*
5. Repeat step 4 with each word:

mud

- a. **Mud:** Display the  card. *Can you **chop** slowly as we segment each sound in **mud**? /m/ /ŭ/ /d/.*

- b. **Win:** Display the **win** card. Can you **chop** quickly as we segment each sound in **win**?
/w/ /ɪ/ /n/.
- c. **Bed:** Display the **bed** card. Can you **chop** with your elbow as we segment each sound in **bed**? /b/ /ɛ/ /d/.
- d. **Fog:** Display the **fog** card. Can you **chop** with your finger as we segment each sound in **fog**? /f/ /ɔ/ /g/.
- e. **Zip:** Display the **zip** card. Can you **chop** with your nose as we segment each sound in **zip**?
/z/ /ɪ/ /p/.

ADDITIONAL LITERACY APPLICATIONS:

- Utilize additional words from your current ELA unit or module.
- Include words with an increasing number of phonemes (individual sounds) as students advance their phoneme segmenting skills, knowledge of new syllables, and multisyllabic word reading.

ACTIVITY EXTENSION: SEGMENTING PHONEMES DANCE

Continue to segment phonemes in words using different actions, performing one movement per sound. Replace chop with other actions such as: tap, bounce, jump, stomp, clap, and more!

