

Phoneme Segmenting

Objective: To increase skill in phoneme segmenting for students who

- Have not yet mastered this skill

Materials: List of words for segmenting

Sequence:

1. Teacher sits opposite the student
2. **Explain:** Teacher says to the student "Today you're going to practice saying the sounds in words. Each time I hold up a finger, you'll say a sound in the word."
3. **Model:** Teacher says to the student "I'll model for you how to say the sounds in two words I'll say a sound each time I hold up a finger. My turn." Teacher models for the students, using the signaling procedure described above with only the teacher responding.
4. **Practice:** Teacher says to the student "I'll say a word. Each time I hold up a finger, you say a sound. Your turn." Teacher practices with student. Teacher maintains brisk pace, with little pause between words.
5. **Correction:** Any time a student responds incorrectly, the teacher immediately says "My turn," demonstrates the correct response, then says "Your turn" has the student respond to the same word, backs up 2 words and continues forward so that the word identified incorrectly comes back up again. (i.e., "My turn. Tag /t/ /a/ /g/. Your turn. Tag")

What If I Don't See Progress?

1. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
2. Provide a model for more words
3. Be certain that error correction procedures being delivered correctly