# Template for Phoneme Segmentation

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## SIGNALING PROCEDURE

- **Focus**: Hold up a closed fist, fingers facing you.
- **Wait time**: None
- **Signal for student response**: Every second hold up one finger in a left to right progression from student perspective for every sound in the word.

### 1. EXPLAIN TASK
Briefly name and explain the task to students prior to starting the activity.

Say: *You’re going to practice saying the sounds in words. I’ll say a word. Each time I hold up a finger, you’ll say a sound in the word.*

### 2. MODEL RESPONSE
Model desired response to the task with several examples using signaling procedure above.

(Model only the first couple of times you do this template.)

Say: *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.*

**EXAMPLE**

- **Net**: Here are the sounds in net: /n/ /e/ /t/.
- **Pan**: Here are the sounds in pan: /p/ /a/ /n/.

Model for students, using the signaling procedure above, with only teacher responding.

### 3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID
Use effective signaling, monitoring, and pacing procedures.

Say: *I’ll say the word. Each time I hold up a finger, you say a sound. Your turn.*

Provide practice using the above signaling procedure with only students responding.

### 4. CORRECTION PROCEDURE
To correct students:

Say: *My turn. Tag /t/ /a/ /g/*

Use signaling procedure above with only teacher responding to correct students on missed item.

Say: *Your turn. Tag.*

After you model, use signaling procedure above with only students responding to have them repeat correct response for missed item. Back up two items and continue.

### 5. INDIVIDUAL TURNS

When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors.

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