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| **CARD 6**  **Template for phoneme segmentation** | |
| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Have words for the lesson prepared and available. |
| **SIGNALING PROCEDURE** | |  |  |  | | --- | --- | --- | |  | **Do** | **Say** | | **Focus** | Hold up a closed fist, fingers facing you. | ***Pan.* Say the sounds in *pan.*** | | **Wait time** | None | **Word?** | | **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 before 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.*** |
| 1. **MODEL RESPONSE**   Model desired response to the task with several examples using signaling procedure. | (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 the teacher responding. |
| 1. **PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID** | Say: ***I’ll say the word. Each time I hold up a finger, you say a sound. Your turn.***  Provide practice using the signaling procedure above, 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.***  Use signaling procedure above with only students responding to have them repeat correct response for missed item.  Back up two words 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. |

Templates originally developed for use with Reading First Program Specific Professional Development with Modifications for At-Risk Readers. National Center for Reading First Technical Assistance. Modified by TACS, University of Oregon.