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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** |

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|  | **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.  |  |

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| 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.