

Objective: To increase skill in phoneme segmenting

Materials:

List of words for segmenting

Description: Student practices saying sounds in words.

### Intervention Procedure:

1. **Explain:** Tutor sits across from the student and says **“Today you are going to practice saying the sounds in words that will help you become a better reader. I’ll say a word. Each time I hold up a finger, you’ll say a sound in that word.”**
2. **Model:** Tutor says to the student **“I’ll model how to say the sounds in the first two words. I’ll say a sound each time I hold up a finger. My turn.”** Tutor models for the students using the signaling procedure described above. Tutor is certain to hold up fingers in left to right order from the student’s perspective. Tutor should model this at the beginning of each tutoring session.
3. **Practice:** Tutor says to the student: **“I’ll say a word. Each time I hold up a finger, you say a sound in that word. Your turn.”** Tutor begins with the two words used during modeling phase and continues practicing with student. Tutor maintains a brisk pace with little pause between words.
4. **Correction:** Any time a student responds incorrectly, the tutor immediately says **“My turn,”** demonstrates the correct response, and then says **“your turn.”** The student should correct the same word, back up two words and continue forward. (For example: **“My turn. Mop /m/o/p. Your turn. Mop/m/o/p/.”**)

### Progress Monitor:

Students should be progress monitored using DIBELS PSF (phoneme segmentation fluency).