

## INSTRUCTIONS

### Phoneme Segmentation Fluency

**Place worksheet in a position so that the student cannot see it.**

Look at the first word in the Teacher Box at the top of the page.

**Say - I am going to say a word. Listen to the word – Say “Sam”.**

Now I am going to say the word the slow way: “ssssaaaaammmmm.” Could you hear all the different sounds? Good

Now I am going to say the word again. After I say the word the fast way, I want you to say the word the slow way.

Say the word the slow way so I can hear all the sounds.

Go.

Good! You said it the slow way so that I could hear the different sounds.

Now, here is another word: “sun.” Say it the slow way. Good, you said “sssuunnnn.”

That was practice. Now, here is the first word.

The teacher goes through the word list on the worksheet.

**For corrections, use a model, lead, and test procedure.**

**Say - My turn (teacher demonstration) – our turn ( teacher and student in unison) – your turn ( student alone).**

This instructional sequence can be used with individuals or with small groups of 3-5 students. In a group setting do not have the students take turns in sequence. Say the word. Pause. Have all students think about the word. Then, select a student.

If there is an error, correct immediately. Use the “**model, lead and test procedure.**” Provide a model by saying the word the slow way. Then have all students in unison say the word the slow way. If the student needs correction make the response and move to the next word.