| **CARD 10B****Template for word reading – spelling focused for Multisyllabic words** |
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| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Write words for the lesson on the board.  |
| **SIGNALING PROCEDURE** |

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| **Blending** | **Do** | **Say** |
| **Cover** | Cover the second syllable of the word |  |
| **Focus** | Point under first syllable focus spelling.\*  | **Sound?**  |
| **Wait time** | 1 second |  |
| **Signal for student response** | Tap under spelling  |  |
| * If spelling has two letters, point with two fingers together.
 |
| **Word Reading** | **Do** | **Say** |
| **Focus** | Point just to the left of first syllable.  | **Blend?** |
| **Wait time** | 2 seconds |  |
| **Signal for student response** | Slide hand quickly under first syllable.  |  |
| **Uncover** | Uncover the second syllable and cover the first syllable |  |
| **Repeat** | Repeat procedure with second syllable |  |
| **Uncover** | Uncover the first syllable to reveal the whole word.  |  |
| **Focus** | Point to left of word | **Blend?** |
| **Wait time** | 1 second |  |
| **Signal for student response** | Sweep finger under each syllable |  |
| **Focus** | Point to left of word | **Word?** |
| **Wait time** | 1 second |  |
| If students have a difficult time pronouncing the word, place the word in context for them and ask them if it sounds like a word they know. Try to get students to adjust the pronunciation based on context and the structure of the sentence. If they still can’t get the pronunciation, tell them the word.  |
| EXAMPLE1. Write *charcoal* on the board.
2. Cover the second syllable *coal*.
3. Point with two fingers together under *ar* and say: ***Sound?***
4. Tap under *ar* spelling with two fingers together to prompt students to say */ar/.*
5. Point just to the left of syllable and say: ***Blend.*** Pause two seconds.

Sweep finger under *char*. 1. Cover the first syllable *char*.
2. Point with two fingers together under *oa* and say: ***Sound?***
3. Tap under *oa* spelling with two fingers together to prompt students to say */oa/*.
4. Point just to the left of syllable and say: ***Blend.*** Pause two seconds. Sweep finger under *coal*.
5. Uncover all parts.
6. Use the signaling procedure and say: ***Blend***. Sweep finger under each syllable.
7. Use the signaling procedure and say, ***Word?*** Slide hand under entire word.

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| 1. **EXPLAIN TASK**

Briefly name and explain the task to students before starting the activity.  | Say: ***Today you’ll reading words with more than one syllable. First you’ll say the sound for a spelling in the first syllable when I tap under it. Then when I slide my hand under the syllable, you’ll say the syllable. We’ll do the same thing for the second syllable. Then we will blend and say the whole word together.***  |
| 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 read two words. My turn.*** 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: ***Your turn.*** Provide practice using the signaling procedure above, with only students responding.  |
| **4. CORRECTION PROCEDURE** | To correct students: Sound Error:  Say: ***My turn. Sound? /\_\_\_/. Your turn. Sound?*** Model sound, then have students repeat sound. Syllable Error:  Say: ***My turn. Sound? /\_\_/. Syllable? \_\_\_\_\_*** ***Your turn. Sound? \_\_\_\_ Syllable? \_\_\_\_\_*** |
| **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.