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| **CARD 4****Template for onset-Rime blending instruction** |
| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Have a white board marker with green cap and target words available. |
| **SIGNALING PROCEDURE** |

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|  | **Do** | **Say** |
| **Focus** |  Tap green cap of marker. Tap white part of marker.  |  **/k/** |
| **Wait time** | None |  **/at/** |
| **Signal for student response** | Slide finger above marker from left to right from student perspective.  |  |

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| 1. **EXPLAIN TASK**

Briefly name and explain the task to students before starting the activity.  | Say: ***We’re going to put together the first sound(s) and the end part******of a word to make a whole word. I will tap the marker as I say******the parts. When I slide my finger above the marker, blend the******parts to say 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 two words for you. I’ll say the first sound and the end part, then I’ll say the whole word. 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: ***For each word, I’ll say the first sound and the end part. When I signal, everybody will say the whole word. Your turn.*** Provide practice using the above signaling procedure with only students responding.  |
| **4. CORRECTION PROCEDURE** | To correct students: Say: ***My turn. /f/ /or/ for.*** Use signaling procedure above with only teacher responding to correct students on missed item.Say: ***Your turn. /f/ /or/***Use signaling procedure above with only students respond 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.