| **CARD 8**  **Template for sound-by-sound blending** | |
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| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Have words for lesson available. |
| **SIGNALING PROCEDURE** | |  |  |  | | --- | --- | --- | |  | **Do** | **Say** | | **Focus** | Write spelling |  | | **Wait time** | None |  | | **Signal for student response** | Tap under spelling.\* | **Sound?** | | **Blending\*\*** | **Do** | **Say** | | **Focus** | Point just to the left of first spelling. | **Blend?** | | **Wait time** | None |  | | **Signal for student response** | Sweep finger under spellings. |  | | **Word Reading** | **Do** | **Say** | | **Focus** | Immediately, point just to the left of the word. | **Word?** | | **Wait time** | None |  | | **Signal for student response** | Sweep hand quickly under word. |  | | \* If spelling has two letters, point with two fingers together.  \*\* Blend after two spellings have been written. Blend after each additional spelling is presented. | | | | EXAMPLE   1. Write *m* on board. Say: ***Sound?*** Tap under *m.* ***/m/.*** 2. Write *a* on board: ma. Say: ***Sound?*** Tap under *a.* ***/a/.*** 3. Point just to left of ma. Say: ***Blend.*** Sweep under *m* and *a.* ***/ma/.*** 4. Write *s* on board: mas. Say: ***Sound?*** Tap under *s*. ***/s/.*** 5. Point just to left of mas. Say: ***Blend.*** Sweep under *m, a, s.* ***/mas/.*** 6. Write *k* on board: mask. Say: ***Sound?*** Tap under *k.* ***/k/.*** 7. Point just to left of mask. Say: ***Blend.*** Sweep fingers quickly under the letters. ***/mask/.*** 8. Point just to left of mask. Say: ***Word?*** Slide hand quickly under the word. ***Mask.*** | | | |
| 1. **EXPLAIN TASK**   Briefly name and explain the task to students before starting the activity. | Say: ***Today you’ll be practicing blending individual sounds to make words. When I tap under a spelling say the sounds. When I sweep my hand under the spellings, blend the sounds. When I slide my hand under the whole word, you’ll 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 for you how to blend 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.  Say: ***Let’s start over.*** Then return to beginning of word.  Blending Error:  Use signaling procedure to model blending correctly.  Say: ***My turn.***  Lead students in blending. Teacher responds with students.  Say: ***Do it with me.***  Test students on blending step. Say: ***Your turn. Blend.***  Return to beginning the word. Say: ***Let’s start over.***  Erase missed word, back up two words and repeat word reading steps, re-present missed word, and then continue on. |
| **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.