| **CARD 10****Template for word reading – spelling focused** |
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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** |
| **Focus** | Point under focus spelling.\*  | **Sound?**  |
| **Wait time** | 1 second |  |
| **Signal for student response** | Tap under spelling\*\*  |  |
| **Word Reading** | **Do** | **Say** |
| **Focus** | Point just to the left of word.  | **Word?** |
| **Wait time** | 2 seconds |  |
| **Signal for student response** | Slide hand quickly under word.  |  |
| \* If spelling has two letters, point with two fingers together.  |
| EXAMPLE1. Write *join* on the board.
2. Point with two fingers together under *oi* and say: ***Sound?***
3. Tap under *oi* spelling with two fingers together to prompt students to say */oy/.*
4. Point just to the left of word and say: ***Word?*** Pause two seconds.
5. Slide hand under whole word quickly to prompt students to say *join.*

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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. First you’ll say the sound for a spelling in the word when I tap under it. 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 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. Word Error:  Say: ***My turn. Sound? /\_\_/. Word? \_\_\_\_\_*** ***Your turn. Sound? \_\_\_\_ Word? \_\_\_\_\_***If students say word incorrectly, model sound and word for students, then have students say the sound and the word. Then back up two words, re-present the missed word, and continue on. If student misreads word on second attempt, use continuous blending or erase the word and use sound-by-sound blending.  |
| **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.