|  |  |
| --- | --- |
| **CARD 2**  **Template for Letter/sound review** | |
| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Write the letters for the lesson on the board. |
| **SIGNALING PROCEDURE** | |  |  |  | | --- | --- | --- | |  | **Do** | **Say** | | **Focus** | Point just to the left of the letter | **Sound?** | | **Wait time** | 2 seconds |  | | **Signal for student response** |  |  | |
| 1. **EXPLAIN TASK**   Briefly name and explain the task to students before starting the activity. | Say: ***You’re going to practice saying the sounds for some letters. When I point to the left of a letter, figure out the sound in your head. When I touch under the letter, say the sound as long as I continue to touch under the letter.*** |
| 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 say the sound of the first two letters. 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: ***Each time I tap under a letter, you say the sound it makes. Your turn.***  Provide practice using the above signaling procedure with only students responding. |
| **4. CORRECTION PROCEDURE** | To correct students:  Say: ***My turn.***  Use signaling procedure above with only teacher responding to correct students on missed item.  Say: ***Your turn.***  Use signaling procedure above with just the students responding to have them repeat correct response for the missed item.  Back up two letters 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 letter 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.