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| **CARD 2****Template for Letter/sound review** |
| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Write the letters for the lesson on the board.  |
| **SIGNALING PROCEDURE** |

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|  | **Do** | **Say** |
| **Focus** | Point just to the left of the letter | **Sound?** |
| **Wait time** | 2 seconds |  |
| **Signal for student response** |  |  |

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| 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.