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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** | |  |  |  | | --- | --- | --- | |  | **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. |  | |
| 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.