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| **CARD 5****Template for phoneme blending instruction** |
| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Prepare chains of 2, 3, 4, and 5 unifix cubes prior to lesson. Have wordsfor lesson available. |
| **SIGNALING PROCEDURE** |

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|  | **Do** | **Say** |
| **Focus** | Tap one cube as you say each sound from left to right from student perspective; one second between each sound.  | **/h/ /a/ /t/** |
| **Wait time** | None | **Word?** |
| **Signal for student response** | Slide finger above the blocks from left to right from student perspective.  |  |

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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 blending individual sounds to make******words. I’ll tap a cube as I say each sound in the word, then when******I slide my finger above the cubes you’ll say the whole 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 the sounds I say into a word. I’ll model two words. My turn.*** Model for students, using cubes and the signaling procedure above, with only the teacher responding.  |
| 1. **PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID**
 | Say: ***I’ll say the sounds in a word. When I signal, you say the word. Your turn.*** Provide practice using the above signaling procedure with only students responding.  |
| **4. CORRECTION PROCEDURE** | To correct students: Say: ***My turn. /h/ /a/ /t/ hat.*** Use signaling procedure above with only teacher responding to correct students on missed item.Say: ***Your turn. /h/ /a/ /t/*** Use signaling procedure above with only students responding 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.