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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 words  for lesson available. |
| **SIGNALING PROCEDURE** | |  |  |  | | --- | --- | --- | |  | **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. |  | |
| 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.