|  |
| --- |
| **CARD 7****Template for sound/spelling review** |
| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Write spellings for target words on the board.  |
| **SIGNALING PROCEDURE** |

|  |  |  |
| --- | --- | --- |
|  | **Do** | **Say** |
| **Focus** | Point just to left of spelling  | **Sound?** |
| **Wait time** | None |  |
| **Signal for student response** | Tap under spelling.  |  |

 |
| 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 spellings.******When I point to the left of a spelling, figure out the sound in your******head. When I tap under the spelling say the sound.*** |
| 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 sounds of the first two spellings when I tap under them. 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 spelling, 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 only students responding to have them repeat correct response for missed item. Back up two spellings 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 sound 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.