| **CARD 8****Template for sound-by-sound blending** |
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| **TASK** | Explanation AND SCRIPT |
| **PREPARATION** | Have words for lesson available.  |
| **SIGNALING PROCEDURE** |

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|  | **Do** | **Say** |
| **Focus** | Write spelling  |  |
| **Wait time** | None |  |
| **Signal for student response** | Tap under spelling.\*  | **Sound?** |
| **Blending\*\*** | **Do** | **Say** |
| **Focus** | Point just to the left of first spelling.  | **Blend?** |
| **Wait time** | None |  |
| **Signal for student response** | Sweep finger under spellings.  |  |
| **Word Reading** | **Do** | **Say** |
| **Focus** | Immediately, point just to the left of the word.  | **Word?** |
| **Wait time** | None |  |
| **Signal for student response** | Sweep hand quickly under word. |  |
| \* If spelling has two letters, point with two fingers together. \*\* Blend after two spellings have been written. Blend after each additional spelling is presented.  |
| EXAMPLE1. Write *m* on board. Say: ***Sound?*** Tap under *m.* ***/m/.***
2. Write *a* on board: ma. Say: ***Sound?*** Tap under *a.* ***/a/.***
3. Point just to left of ma. Say: ***Blend.*** Sweep under *m* and *a.* ***/ma/.***
4. Write *s* on board: mas. Say: ***Sound?*** Tap under *s*. ***/s/.***
5. Point just to left of mas. Say: ***Blend.*** Sweep under *m, a, s.* ***/mas/.***
6. Write *k* on board: mask. Say: ***Sound?*** Tap under *k.* ***/k/.***
7. Point just to left of mask. Say: ***Blend.*** Sweep fingers quickly under the letters. ***/mask/.***
8. Point just to left of mask. Say: ***Word?*** Slide hand quickly under the word. ***Mask.***
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| 1. **EXPLAIN TASK**

Briefly name and explain the task to students before starting the activity.  | Say: ***Today you’ll be practicing blending individual sounds to make words. When I tap under a spelling say the sounds. When I sweep my hand under the spellings, blend the sounds. When I slide my hand under the whole word, you’ll 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 for you how to blend two words. 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: ***Your turn.*** Provide practice using the signaling procedure above with only students responding.  |
| **4. CORRECTION PROCEDURE** | To correct students: Sound Error:  Say: ***My turn. Sound? /\_\_\_/. Your turn. Sound?*** Model sound, then have students repeat sound.  Say: ***Let’s start over.*** Then return to beginning of word. Blending Error:  Use signaling procedure to model blending correctly. Say: ***My turn.***  Lead students in blending. Teacher responds with students. Say: ***Do it with me.***  Test students on blending step. Say: ***Your turn. Blend.***  Return to beginning the word. Say: ***Let’s start over.***  Erase missed word, back up two words and repeat word reading steps, re-present missed word, and then continue on.  |
| **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.